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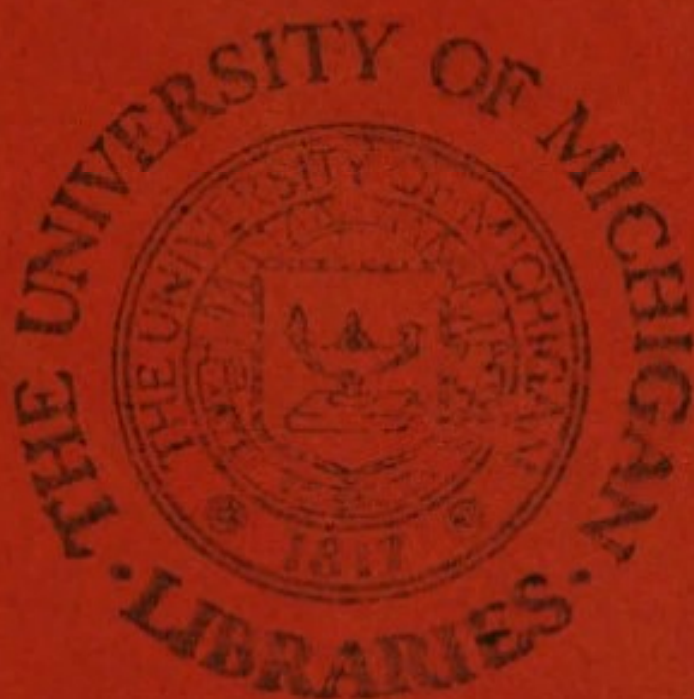
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NEW HORIZONS AND SCHEDULED CASTES

NEW HORIZONS AND SCHEDULED CASTES

**C. PARVATHAMMA
SATYANARAYANA**

ASHISH PUBLISHING HOUSE

**8/81, Punjabi Bagh
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To Prof. V.K.R.V. RAO
The tireless builder of Educational Institutions

Preface

This book is the revised version of a report prepared for ICSSR during 1974 in the department of Sociology, University of Mysore. The authors were associated with the research study as Director and Principal investigator. The background of the study and the objectives with which it was undertaken can be understood from the following preamble to the research proposal of the ICSSR.

“Indian democracy has completed 25 years of its existence and its impact on various sections of Indian life is being felt. It is now occasion for the social scientists to take stock of the situation and evaluate the extent to which social legislation as well as other forces of modernization have been successful in eradicating sources of inequality and in generating processes of healthy growth of Indian society. It is generally believed that education is an effective instrument to bring about changes in the attitudes and aspirations of people. Recognising this role of education the Indian government has increased resources to strengthen the educational programme and make it accessible to the people from the deprived and backward sections of Indian society namely the Scheduled Castes and Scheduled Tribes. An elaborate programme of scholarships, reservation of seats in the schools and colleges and establishment of hostels and ashrams for the children of SC/ST is in operation. It is of considerable interest both to social scientists and to the people in general to find out how these facilities have been made use of and what kinds of problems are faced by the children of these groups in the processes of education.”

The problem of the downtrodden is the most baffling question confronting contemporary Indian society. It is a known fact that this problem has considerably slowed down the progress of the country.

The term Scheduled Caste is a constitutional myth and a legal fiction. Except listing a number of castes and sub-castes under Article 341 no other explanation is given as to who are Scheduled Castes. The Census of India 1971 shows that the SCs about 15.0 per cent of the country's total population. They are scattered in all States of the Union. The SCs are very backward in all respect and suffer from social and religious discrimination and economic backwardness.

The framers of the Indian Constitution were aware of the complex nature of the problems faced by these communities and hence provided various constitutional safeguards which are unique in many respects. Records show that large sums of money have been spent on various welfare schemes for the upliftment and to raise the quality of life of these people.

Over the past three decades considerable literature has been published about the problems of SCs. Many studies have emphasised that "the development effort for SCs so far has been too meagre to make a significant impact on their conditions." Social scientists have stressed that no clear strategy for the development of the SCs has been evolved and the desire for the growth with social justice is still an unfulfilled task.

The general picture of the implementation of constitutional provisions is not encouraging. Only some aspects of the policy of protective discrimination have been yielding some results. For instance reservation of seats in the State Assemblies and Parliament have been enforced fully. Notable progress has been recorded in education in some regions and a few communities among the Scheduled Castes. But the condition of large mass of people remains unchanged. In the absence of substantial assistance at the primary and higher levels of education, the SC children usually dropout or discontinue their education.

Karnataka has been in the forefront in implementing various welfare schemes for the benefit of the SCs and STs. Even before the re-organization of the State and during the princely administration the State had adopted many schemes for the benefit of the poor and depressed sections of population.

It is appropriate to have an emperical evaluation of the problems faced by the Scheduled Castes and Tribes. The present book is the outcome of the research study in this direction. The analysis is restricted only to higher (college) education of SCs in the State. Some of the main objectives of the study are given below:

- (a) Assessing the status of the Scheduled Caste students in the institutions of higher learning.
- (b) Comparing the Scheduled Caste students wherever possible with non-SC students.
- (c) Identifying the kind of discrimination and types of difficulties and obstacles that they face.

A comprehensive scheduled with details on demographic aspects, family background, economic status, students' academic life, their outlook on social life and the status of Scheduled Castes, constitutional facilities, hostel life was canvased to selected individual SC college students in five sample districts in the State. The limitations and difficulties of the studies of this nature based on direct interview method are many and the authors are aware of these limitations. We owe our thanks to the SC students, the principals and teachers who have co-operated with the study. The officials of the Department of Public Instruction and the Directorate of Collegiate Education in the State have helped us providing secondary data. We are obliged to them.

The printing work has been done by the Bangalore Press, Mysore. We record our sincere thanks to them. Finally Messrs Ashish Publishing House, New Delhi have agreed to publish the book. We thank them and specially appreciate the help of Sri S.B. Nangia and Smt. Vandana Nangia.

Mysore.

C. PARVATHAMMA
SATYANARYANA

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CHAPTER I

INTRODUCTION

This is part of the nation-wide study initiated and founded by the Indian Council of Social Science Research, in the year 1973 which was completed by 1974. As adviser to Ministry of Education and Secretary to the ICSSR, Late Dr. J. P. Naik evinced keen interest and it was completed in record time. The format of the study was formulated by the Central committee consisting of two Directors from each State, one connected with School education problems and the other with the College education. The educational problems of SC and ST college students in Karnataka was under taken by the Post-graduate Department of Sociology, University of Mysore.

In an endeavour to highlight the findings from the study covering the Scheduled caste college students in the state which till now is only in the report form, the present authors as Director and Principal Investigator of the project have prepared the text for publication as it has practical utility and policy implications.

The findings are retained in substance and only marginal changes are effected in the body of the original report. The problems of education at all levels has been an enigma in the context of Indian Society. Traditionally bulk of Indians could not have an access to knowledge or any kind of formal education. All knowledge was couched in religious books and only a minority group namely the Brahmins were the repositories of knowledge. This situation continued despite the fact India was invaded by many foreigners. Even the muslim rulers could not break the strong hold of the Brahminical traditions and values, although some of them are noted for their depredations like massacring Hindus, destroying temples mutilating deities and forcibly converting Hindus to Islam.

With the advent of British rule in India, starting with the East India Company itself, the need to have trained officials

to cater to the administrative requirements was felt. English language was introduced and education gradually could emerge as a secular phenomenon. Even here, the traditionally literate Brahmins took advantage and continued to dominate the scene. But luckily, educational institutions like government departments were no longer the monopoly of the minority group. This had its effect in changing the character and content of education.

The present study concentrates on the educational problems of the Scheduled caste students—ex untouchables—who were traditionally outside the pale of Hindu society and thus were deprived religious, social, economic and political rights including education. Appalling illiteracy and ignorance mark the existence of this group. The British administration however, slowly and steadily provided opportunities for formal education. Many benevolent native rulers like the Maharaja of Baroda and Mysore did encourage the promising SC students to get education. Late Dr. Ambedkar is a case in point. Many Social reform movements and reformers like Jyoti-ba-Phooly and Raja Ram Mohan Roy and others worked for the spread of secular education among Indian men and women.

In post-independence India since 1950 the government has formulated a policy of safe-guards to bring these people on par with other advanced communities socially and educationally. The policy of reserving certain percentage of seats in educational institutions and jobs for the qualified is one of the many other types of privileges which are built into the constitution. As the present study is concerned only with education we are limiting ourselves as it was also the scope of the project to the field of college education.

Apart from reservation of seats and jobs, several incentives like scholarships, coupled with free studentship, hostel facilities and a variety of financial and material assistance are extended by the government to these students. How far these have reached and how many are benefitted is certainly not within the scope of the study. What the study has concentrated is connected with the innumerable problems which over the past

three decades, seem to have had a cumulative effect and that the benefits on the one hand are cornered by the advanced sections and have not reached the deserving ones. While the policy of reservation itself has lead to wide-spread discontent and antipathy among the caste Hindu students.

In the light of this the present study has tried to get first hand information about the nature of difficulties and problems faced by the SC college students in Karnataka.

Methodology :

The completion of the study¹ was time-bound and approximately had to be over within a year from the time of commencement. To facilitate this, the project study was bifurcated into School and College Students' problems, though the questionnaire administered to them was identical. In order to expedite the work, University Social Science Departments and Research Institutions in different states were asked to shoulder the responsibility. The Post-graduate Department of Sociology, University of Mysore, undertook the study of college students in Karnataka. The entire project was co-ordinated by the Centre for Regional Development Studies, Surat. Professor I. P. Desai, then Director of the Centre and the co-ordinator of the study in fact has been the moving spirit and without his encouragement, persuasion and personal interest in the problems, a project study of this dimension could have hardly reached its end.

As already indicated the respondents for this study are college students and some college teachers including heads of the institutions. Separate questionnaire were, however, used for collection of information from the students and teachers (Annexure I). The entire investigation was carried out from February 1973 to January 1974.

Sample Selection :

The first phase of the study consisted of the selection of sample in three stages viz., (1) selection of Districts (2) Institutions and (3) Student respondents.

1. The present work concerns Scheduled Caste Students only.

Selection of Districts :

The sampling procedure followed for the selection of districts is as follows. The capital district *i.e.*, the district containing state capital and other districts which contained more than 36 Scheduled Caste college students are arranged in the decreasing order of the number of students in the district. The office of Director of Collegiate Education and Director of Public Instruction in the state provided the requisite information with regard to the district-wise distribution of SC and ST college students during the academic year 1970-1971.

Three districts which had less than 36 SC college students were eliminated whereas the choice of capital district was compulsory. The remaining 15 districts were divided into two groups. Both these however, contained approximately equal number of students. From each group two districts were further selected with probably proportionate number of students in each.

Detailed information regarding initial selection of districts in Karnataka for Scheduled Caste college students is laid out in Annexure II. The method of selection was as follows :—

1. Bangalore district was selected as it contained the Capital City of the State.
2. The districts of Chikmagalur, South Kanara and Coorg have been eliminated as they had less than 36 SC college students. The remaining 15 districts are arranged in decreasing order of the number of students and cumulative frequencies calculated.
3. A total of 5095 students were found in these districts and half of this number is 2547.5. The cumulative total 2547.5 is nearest to 2628 in the table and the latter figure is the cutting point so that four districts are included upto this point. Accordingly only two districts have to be selected for Strata I. For this purpose two random numbers are drawn from a random number

table in such a way that these numbers fall between the cumulative frequency 836 and 2628. Any number falling outside this number was ignored.

4. Like-wise for strata II, two districts out of the remaining 11 districts were selected on the same principle adopted for selection of Strata I. The random number and districts selected are indicated in Annexure II.

The selection of districts was, however, made by the coordinating committee to maintain uniformity throughout the country. All procedures of selection of institutions and students was also given by the coordinating committee while actual selection was made locally.

For any district which is selected with probability, the value of $\frac{1}{D}$ is also 1. For the districts selected from a stratum with more than two districts the value is the stratum total divided by twice the district total. This is shown in column six of the table.

Selection of Institutions :

The second stage in sample selection was made locally. Details regarding the number of SC and ST students in all the colleges of selected districts were obtained. These details pertaining to the three year degree classes were made available on requisition from the office of the Director of Collegiate Education and the Director of Public Instruction.

A Research Investigator of the department was deputed and he personally obtained the information from the available records. It was felt necessary to get details of information according to our needs by deputing a person rather than relying on methodical official correspondance. These offices generally keep busy while the requisite information was scattered in different books. Time element was equally important as the academic year was coming to an end, the whole matter was to be expedited in order to keep the sample in tact as also to meet the students to collect information.

For purposes of this study professional courses like Medical, Engineering and Law are excluded. Therefore, the sample is largely confined to the B.A., B.Sc., and B.Com., undergraduate students.

The academic year 1970-71 was made as the basis, although the actual investigations were carried out during 1973 the base year's choice, however, helped to provide an opportunity to collect information from second and final year students of the degree courses. These students after having spent some time in the college could be credited with a little more experience regarding their problems, administration and so forth. In contrast to the students who had just entered first year degree course during 1973 many of the senior students were articulate. However, this does not affect the sample size in any way.

The procedure for selecting the Institutions from the sample districts was based on the sampling principle that was adopted for the selection of districts.

Colleges which had less than 6 SC students were eliminated. The remaining colleges were grouped into two strata so that they contained approximately equal number of students as the case may be. This grouping is denoted by a thick horizontal line.

The choice of many institutions became automatic for the simple reason that many colleges in the sample districts did not have the required number of SC students on their rolls.

Selection of Students :

A random number table was used to select the student respondents from each college and the year of study. It may be recalled that the entire formula of selection of districts, institutions and student population was given by the coordinating committee to maintain uniformity.

Source for the data :

The initial detailed information regarding the number of SC college students obtained from the office of the Director

of Collegiate Education (DCE) and Director of Public Instruction (DPI) however, did not tally. But efforts were made to recast the figures by cross verification. In the end, the details furnished by the Director of Public Instruction were taken as the base for selecting sample institutions. As the DPI's office also furnished these details to the Education Ministry in the state and at the centre the figures are perhaps more reliable and hence the choice.

The statements sent to the DCE and DPI by the various colleges in the state include students studying in Pre-University course (PUC) also. The PUC in Karnataka constitute the first two years of the college students. As PUC is often housed in undergraduate colleges, it actually inflated the number of SC students studying in the colleges. However the Research Investigators were able to overcome the difficulties in this connection. Though it was not possible to adhere to the predetermined sample size, some minor adjustments like increasing the sample size or limiting the number of respondents was done in some cases.

Statements were prepared for each district showing the institutions and the number of student respondents to be contacted in each college. They are enclosed as Annexure III. The investigators carried these statements with them for guidance. As stated earlier, a random table was used while selecting the student respondents at various levels.

Investigators carried with them the government list containing classification of Scheduled Castes in the several districts of the state for purposes of cross verification. They were also instructed in general, about the problems connected with SCs.

The research staff were instructed to obtain the sub-caste of the respondents. The blanket caste names like Harijan Adi-dravida, Adi-Karnataka would hardly enable one to know who are the advanced or backward who have or have not availed constitutional benefits and so forth. But this worked well only in some parts of the State. In two districts, Kolar and

Tumkur the respondents by and large declared themselves as Adi-Karnataka, Adi-Dravida, Harijans and so forth. The districts being adjacent to Tamil and Telugu areas, have a large number of Scheduled castes of Tamil and Telugu origin. Presumably quite a number of them are also Christian converts. In the field situation it was difficult to ascertain the exact caste status of the respondents.

Problems of Contact :

The research investigators reported that a number of colleges which they visited had little or no information to identify the SC students according to their sub-caste membership. The college offices generally relied on the state Social Welfare Department in this connection. A list of castes recognised as SCs is included as Annexure IV. The Social Welfare Department sanctions School/College fee concessions, extra boarding charges and Scholarships for SC students and Hostellers so that the information supplied by them is taken as nearly authentic by the colleges for all practical purposes. Since there was very little to choose between the information from the Social Welfare Department and college office, as they were nearly synonymous, the problem was resolved by adhering to the list provided by the college office.

As indicated above this became a problem only after going into the field. Apart from depending on the list prepared by the colleges, there was very little choice, at times one was forced to suspect whether all the SC students are included in the list prepared by the college for onward transmission to the Social Welfare Department. Some students may be unwilling to declare that they are SCs, other non SC students may be attracted merely because certain privileges and concessions are allowed to SC. In the existing conditions it is just difficult to sort out the two, as also to find out their sub-caste. Applications seeking admission for various courses in the colleges often have a column for caste, religion and so forth. However, these are not given much importance both by the administration as well as the students. To refer to individual applications in order to

find out the caste of the students in this study posed many problems in addition to records being not readily made available. As such the student respondents of this study are drawn from the list provided by the college offices.

Interviewing the Respondents :

Where students were available in colleges they were requested to assemble in one class room. The main features of the study and the method of completing the questionnaire were explained to them by the investigator. The students were also helped wherever they needed some clarifications. This apart, some students were met in hostels, residences as also through correspondence. In all, there are 260 SC student respondents, out of which 217 boys and 43 are girls.

Nearly 113 college teachers and heads of institutions have been contacted and their views are collected in a separate questionnaire designed for the purpose.

Respondent's Attitude.

The student respondents were favourable and co-operated very well. Quite a number of them appreciated the research programme and the method of involving the students themselves as spokesmen of their problems. For most of them it was a novel experience and the study was considered by them as the first of its kind. It is in fact the first of its kind on both national as well as the state level.

As most of the colleges in the state had notified preparatory holidays for the coming annual examinations, the Research Investigators were faced with the difficulties of locating the student respondents in various colleges. The academic year is from June to March. The undergraduate annual examinations are usually held during March-April and by the time the investigators were put into the field it was middle of February 1973. Hence the difficulty of locating students. In spite of many difficulties the Research Investigators were able to meet the students, sometimes in colleges and often in hostels and their residences. Although the students were busy with their

studies, they still evinced interest and co-operated by way of supplying required information. Majority of SC students are drawn from rural areas but their college career is mostly in towns and urban centres. Most of the colleges in the state are located in district and a few in taluk headquarters.

The SC college students are just dissatisfied if not disillusioned about both the college and hostel administration. Hence their initial reaction was in complaining tone against the authorities. The complaints generally centred round the delay in getting Scholarship amount and other constitutional benefits.

Views regarding SC college students and their problems were collected from college teachers also. There were however, not many SC lecturers in the colleges. Presumably very few seem to take to teaching. The enormous number of private colleges in the state as also the government and university colleges so far have not adhered to giving effect to reservation of posts, particularly teaching posts in colleges.

While giving admission to courses the principle of reservation is observed in recent years, employment opportunities in the universities as colleges continue to remain bleak as far as SCs are concerned. Till now most of the reservation applies to government departments and public sector and no private organisations have come forward to recruit personnel from these communities. Since private colleges are also run on caste and communal basis they feel that there is no obligation to observe and implement the constitutional provisions.

In all only 17 SC college teachers were found in government colleges in the study and they have co-operated extremely well. Some of them took extra pains to explain with regard to the study of SC students in their respective colleges and helped to complete the questionnaire.

In the case of non SC teaching staff, the responses are of mixed feelings. While some of them showed real interest during the investigation with regard to the problem of the SC students in their institutions, others, showed absolute aversion

and made extremely cynical observations about the preferential treatment to these students. While a few non SC and one SC head of the institution avoided being interviewed by the investigators, refused to fill in the questionnaire, they were not at all willing to disclose reasons for this.

The principals or the heads of the institutions in addition to the teaching staff certainly play a crucial role in the development of the institution, maintenance of discipline and good administration. At college level their decision is hardly final with regard to both academic matters and administration. The role of the principals and heads of colleges pertaining to maintenance of discipline among the students and attending to the students problems in time, is indeed the symbol of good administration. Out of 49 colleges in the sample, 10 principals did not respond to questionnaire designed for purposes of obtaining their views on SC college students and their problems. While some of them took notice of the purpose as a routine matter, others did not show even that much interest. Efforts were however, made to obtain the filled in questionnaire from the heads of the institutions. But some did not oblige. From among those who did not respond and to some extent illtreated the investigators and others who were extremely nice and pretended to evince great interest but cleverly avoided furnishing details as part of their responsibilities in this connection are elaborated below to highlight the problems in the field situation. Another case of extremely good co-operation will be put on record to contrast the interest caste Hindus took as against the apathy of a Scheduled Caste principal.

The two government colleges for women located in Bangalore, the state's capital city, could be singled out as first-class cases. The Principal of Maharani's College Bangalore, a Brahmin with an M.A. in Economics, who has reached the tail end of service, when first approached by the investigators was not happy about the study and passed many derogatory remarks regarding the project study. The SC students in her opinion were less than human beings. After a good deal of persuasion and repeated visits to the institution she permitted

the investigators to collect information from the SC students through the teachers. The same principal, asked the investigators to leave the questionnaire meant for heads of institutions with her. It was suggested that she being too busy would complete it and send it after some time.

Two letters reminding her to complete and send back the questionnaire were sent at an interval of 15 days each for which there was no response. After another month an investigator was deputed with requisite letters of introduction to collect the filled in questionnaire from her. Dodging the investigator successfully for two days the principal gave him an interview on the third day when she enacted precisely the same drama as on the first occasion, *i.e.*, abusing SC students and criticising the project study. Over and this when she was reminded by the investigator to provide necessary information by taking a sympathetic view of the whole matter, she became furious and began shouting and hurling abuses in heaps. She ordered him to get out and threatened to remove him physically if he did not comply with her orders immediately.

The humiliation and illtreatment possibly made him too dejected and he had no words to express how bad he felt about the treatment. This is the case of worst experience in the field connected with the heads of institutions. A woman heading women's college at the state headquarters from where the seat of the government is at a stone's throw suggests the callousness with which she put down the aspiring SC girls students. Student respondents have indicated her as a "personification of awe" and dread of the mention of her very name.

Parallel to Maharani's college is situated the Government V. H. D. Home Science Institute in Bangalore. The principal, a foreign trained Scheduled Caste woman can be bracketed with the Maharani's college principal for being almost cold in her responses. On most occasions she avoided meeting the investigators stating that she is extremely busy. After three personal visits, she agreed to fill in the questionnaire and mail it. However, there was no response from her when letters

reminding her to send the questionnaire were written, she appeared to be just oblivious.

Problems bothering the SC students no longer interested her nor was she perturbed by them. If qualified Scheduled Caste persons react like this, it suggests that once they move out of certain socio-economic barrier they tend to look down and assume an air of neo-Brahminism. Between the caste Hindu response and the SC response in this context, the SC woman who had come up warrants to be blamed more than that of the former. While the caste Hindu can be blamed as old, orthodox, prejudiced, the cold response of the SC indicates jealousy and they cannot tolerate co-caste people to come on par with them. There is need to eliminate this kind of snobbery on the part of qualified SC persons in responsible positions.

Similar negative responses by adopting clever tactics of dodging the investigators or starting filling the questionnaire in their presence and putting it away, doing it in half by telling the same would be sent at a later date have been reported.

One caste Hindu principal of Belgaum city can be put on record in this connection. He alleged and decried the aggressive nature of the SC students, who according to him are very demanding and failed to realise that these are only concessions. He summed up that generally he ignores their demands. The students have also indicated the unhelpful nature and adversely commented on the principal.

A contrast to this could be found in the case of the principal and teachers of the GIB College, Nippani, in Belgaum district. They are liked by the SC students immensely and in fact they were grateful to the Lingayat Principal who was so kind and generous and made no discrimination whatsoever. The fact the principal often visits the SC hostel to check up their comforts or otherwise, sits and eats with them in one line is more than convincing that if such persons are found in sufficient numbers, the problems afflicting the SC students could be tackled successfully. The principal of the Athani college in

Belgaum comes very close to this instance. It is neither caste nor religion but most of the time it is their pre-disposition to certain sections of people and certain notions or ideas which largely tend to create problems and perpetuate them.

The heads of institutions who refused to extend their co-operation and help in filling the gaps, such as the one cited above in addition to many others can be quoted as instances of official apathy towards student problems and particularly the welfare of SC/ST students. This fact has been confirmed by the students also. The research investigators who were face to face with such persons have a first hand experience and it goes a long way to uphold the negative attitude of the people in responsible positions. How this can be corrected or whether it should be left alone is perhaps outside the scope of the present study.

Preparation of Tools :

As indicated earlier a questionnaire was administered to students and also teachers and heads of institutions to collect the relevant information (Appendix A). The entire questionnaire was designed by the coordinating unit. Before finalising the format, the questionnaire was discussed in detail in a seminar hosted by ICSSR at New Delhi when most of the Project Directors participated in it. Then a pilot study was conducted and all possible vague questions were corrected.

The questionnaire was also translated into Kannada, the regional language, to facilitate the student respondents in particular. It was felt necessary that printing the questionnaire only in English may be problematic and it may not be understood very well even by college students. Hence the questionnaire administered to the students was bilingual. The Kannada translation was given just beneath the English question, so that even those students who answered in English were able to understand the spirit of the questions pretty clearly by reading the Kannada version. Many students have answered the open ended questions in English though some have answered in Kannada. Major portion of the questionnaire was

closed ended, the answers needed to be ticked and no elaborate writing was involved.

Problems in Questionnaire :

Inspite of the best efforts of the co-ordinating unit and pilot study, some questions still remained vague or they required some such modification before administering to the students.

The following are few cases relating to the problems in the questionnaire.

1. Question No. 17 in Card I provide for two years Intermediate and two years degree course. In Karnataka undergraduate course include one/two years pre-university and three year degree course. The alternatives provided confused many students. However, to overcome this difficulty, instructions were given to the Research Investigators to get the course of study from the respondents.
2. Question No. 54 in Card I, deals with the Rural/Urban background of the parents. Those who lived with their parents ignored this part since the entire block carried instructions as 'to all those who do not live with their parents.' The assumption that the students who live with parents will be from the same place where the college is situated need not be so, since some of the students go to college daily from the village.
3. Question No. 59 in Card I desired to know the number of hours spent towards domestic work by each respondent. The cases of those who are living in rented rooms posed problem. All such responses were grouped with the responses of students who are living with their parents.
4. In question No. 15 and 17 in Card II, respondent's parents' education (father/mother) is asked. But there is no provision for those whose father/mother is dead and those who do not know their parents' education.

5. In question No. 23, in Card II, Political background of the family members is asked. No provision for donot know cases is made.
6. Question No. 24 in Card II, seeks to know the educational aspirations of the students, Law degree has been excluded while giving alternatives. Therefore, it was decided to have this under 'others' category to accommodate such qualifications.
7. In question No. 25 in Card II, occupational aspirations of the student is asked. However, no provision is there for those who have not decided.

Recruitment of Personnel :

It was really difficult to get qualified personnel for short duration. But efforts made to pick up such staff were successful by the end of January 1973. By 1st February 1973 two Junior Research Investigators were appointed on a consolidated salary. Along with them certain other ancillary staff consisting of one part-time typist and one part-time accountant were hired. Approval was also sought from ICSSR to take a part-time messenger.

All appointments irrespective of whether they are temporary or permanent carrying Rs. 300/- per month or more according to Mysore University rules have to be approved by the Chancellor who is also the Governor of the State. Correspondence through proper channel apart from being a time consuming factor, the queries and objections, such as qualifications, experience, causes for leaving the job were raised by the Chancellor's secretariat and it really took more than two months to get their approval. Because of the urgency and financial problems of the investigators, the Director was forced to take a bold step after two months and issue salary cheques in anticipation of approval. However, the approval was conveyed shortly after this.

But all other appointments carrying a monthly salary of Rs. 300/- and below could be approved at the University level

itself. Generally if such appointments approved in the original staffing cadre the university automatically approves and it is not a problem.

The appointment of piece-rate workers as detailed below in a sense could be considered as an important step to circumvent this enormous and unnecessary delay. Persons coming to work for 3-4 months come because of financial reasons. If they are not paid even while they are put in the field it would adversely affect the work and also the morale of the investigators. Under such circumstances the Director would be hard put to balance between academic requirements, administrative regulations and human considerations. Any or all of them could suffer if one is not imaginative.

In addition to the two full-time research investigators, five research investigators were taken on piece rate basis as the time at our disposal for collection of data was limited. If the data were not to be collected before the end of March 73, the sample size would have got altered. In order to overcome these difficulties, it was felt necessary to have more investigators who could simultaneously collect data from different institutions of the sample districts. This worked out very well and the piece-rate paid was well spent in the sense that most of them worked with zeal and they were given training before being put into the field. What regular investigators would have taken months to complete, was expedited with the assistance of piece rate investigators and approximately each investigator was given Rs. 400/- in addition to travelling and daily allowance. Their services were dispensed with after the field work was over.

Where time is linked and or keeping to the sample becomes very pertinent if there is not enough regularly employed personnel, it is advisable to go in for piece-rate employment. But care should be taken to train them adequately and even after relieving them, if they could be available, it would be helpful to check the gaps and obtain other details. This purpose was amply served as most of the piece-rate investigators were students of M. A. Previous in the University drawn from Sociology and Economics Departments. They do study

comprehensively a course in Research Methodology and Social Statistics which put them in a better footing as investigators. They were available not only immediately after the field work but even the following year for consultation in case there was need for it.

The travelling and daily allowance for regular investigators during the field work was paid according to Mysore University rules. However, for the piece-rate research investigators special permission had to be obtained from the ICSSR to pay them II Class Railway fare or one-and-a-half times bus fare wherever applicable and the daily allowance. The ICSSR readily sanctioned and there was no problem. Piece-rate research investigators could not be fitted into the rules governing the salaried staff of the University, hence the need for special permission.

Field Work

The actual field work was started by the third week of February 1973. The eight selected districts viz., Bangalore, Belgaum, Bellary, Chitradurga, Dharwar, Kolar, South Kanara and Tumkur were covered by seven research investigators in about 50 days time. The two regular investigators covered two districts each. The piece-rate investigators were allotted, one district each, excepting in the case of Chitradurga district which required two piece-rate investigators. The reason for assigning two investigators to this district is that the district had large sample size.

By the end of March 1973 collection of data was completed excepting in the district of South Kanara where classes were suspended for annual examinations long before the investigators reached the institutions. Therefore, the addresses of the sample students were obtained from the college offices and letters were addressed from Mysore to the students regarding their willingness or otherwise to complete the questionnaire. Out of 20 selected students 16 completed the questionnaire and returned them by post. Gaps in information from different colleges was collected during April and May 1973.

The completed questionnaires were edited by the fulltime investigators of the project according to instructions from the coordinating unit.

Coding :

Work on coding the student responses was started after receiving instructions from the convenor. The questionnaire has been divided into two parts and identified as Card I and II. Separate code sheets were prepared for each card and coding work was completed before the end of May, 1973.

Checking and cross checking of the code sheets was done by the two full-time investigators. After careful scrutiny code sheets were released to the computer centre at Ahmedabad for further action.

Answers of teachers and heads of the institutions are also coded. It is based on a code book prepared for the purpose by the coordinating unit. Coding work on the responses of teachers and heads of institutions was completed by the first week of June 1973 and code sheets were despatched to Ahmedabad for computer processing.

Statements of simple frequency, percentage mean and standard deviation were received during September, 1973 from the computer centre, Ahmedabad. Work on preparing frequency tables was taken up. During the third week of October 1973 there was a meeting of the directors from South at Bombay. Just before the meeting cross tables were received from Ahmedabad. A draft chapter division for writing the report was discussed at the meeting of regional directors at Bombay. After the receipt of the minutes of the meeting, work on report writing was started.

The staff of the project were extremely good and co-operated very well.

As regards ICSSR, it is really a pleasure to record all the help they extended in connection with the study. It is already mentioned how on two occasions ; one for granting approval to have a messenger and another to approve higher rates of travelling and daily allowances, the ICSSR readily conceded.

After the initial problems connected with appointments there was very little administrative problem raised from the university side. To this extent, the university has co-operated very well.

The co-ordinating unit at Surat, helped a lot in issuing all the instructions and clarifications from time to time. But for their zeal and efforts, the study would not have been successful.

CHAPTER II

THE RESPONDENTS

(1) Demographic Characteristics

Many underdeveloped countries in Asia have very low percentage of educated population. India is a democratic country. Democracy, to be more efficient, presupposes higher educational level among its people. By contrast, we have in India about 25 per cent of people who can read and write. The figures are very low in the case of formal education in the country.

Despite the efforts made after independence large number of our people remain without education especially in rural India. Education being the state subject is implemented by various state governments in different ways without proper co-ordination with the centre. Some states including Karnataka have implemented free and compulsory education upto college level and this again not with any uniformity. Only quantitative achievements have been stressed over quality of education which is detrimental to any society. Therefore, compulsory education has not made any meaningful contribution in the field of education.

Karnataka has 2.92 crores population.¹ It has twenty-six thousand villages wherein nearly 77 per cent of the state population are residing.² For all practical purposes while studying processes of social change, urban-rural differences have to be taken note of. The reasons are obvious. The number of children in schools are higher in urban areas whereas in rural India inspite of the increased facilities attendance is very poor. The reasons given are poverty, ignorance and lack of facilities. Also social environment in family and in the village act as contributory factors.

In a family where elders and parents are mostly engaged in food gathering activity even children are inducted into such

1 Census of India, 1971.

2 Statistical Abstracts of Mysore 70-71, (1971) Bureau of Economics and Statistics, Government of Mysore, Bangalore.

activities. Further, it is in the nature of man to look and work first for survival. All other activities are considered only secondary. Education being mostly a mental activity, involving sufficient number of years before getting any benefit out of it, has not been favoured against other activities which brings immediate economic returns. Again, education involves individual efforts. Eventhough it could be used to achieve better economic advantage all cannot have the same opportunity in this process.

The total number of Scheduled Caste population in Karnataka is 38.5 lakhs.¹ They constitute 13.1 percent of the state's population. Details of district-wise Scheduled Caste population percentage to the state population and number of SC college students are given below.

Districtwise SC Population of Karnataka along with percentage to Total and Number of SC College Students in 1971.

| Sl. No. | District | Total SC Population | Percentage to District general population | No. of SC College Students | Percentage to the District population |
|-----------|--------------|---------------------|---|----------------------------|---------------------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1. | Bangalore | 505644 | 15.02 | 917 | 0.18 |
| 2. | Belgaum | 222952 | 9.20 | 560 | 0.25 |
| 3. | Bellary | 167378 | 14.90 | 173 | 0.10 |
| 4. | Bidar | 123963 | 15.04 | 177 | 0.14 |
| 5. | Bijapur | 200000 | 10.02 | 454 | 0.22 |
| 6. | Chitradurga | 254290 | 18.19 | 407 | 0.16 |
| 7. | Chikamagalur | 119733 | 16.25 | 23 | 0.01 |
| 8. | Coorg | 36971 | 9.77 | 16 | 0.04 |
| 9. | Dharwar | 186358 | 7.95 | 364 | 0.19 |
| 10. | Gulbarga | 261922 | 15.05 | 257 | 0.09 |
| 11. | Hassan | 169594 | 15.38 | 200 | 0.11 |
| 12. | Kolar | 363092 | 23.94 | 836 | 0.23 |
| 13. | Mandya | 141439 | 12.25 | 180 | 0.12 |
| 14. | Mysore | 356466 | 17.16 | 778 | 0.21 |
| 15. | North Kanara | 34863 | 4.10 | 89 | 0.02 |
| 16. | Raichur | 151328 | 10.75 | 73 | 0.04 |
| 17. | Shimoga | 185465 | 14.25 | 134 | 0.07 |
| 18. | South Kanara | 99687 | 5.14 | 17 | 0.01 |
| 19. | Tumkur | 267889 | 16.45 | 413 | 0.15 |
| Total ... | | 3850034 | | 6068 | |

Source: Population details are taken from census of India 1971. Information regarding SC college students are obtained from the office of DPI Bangalore.

¹ Census of India, 1971.

In spite of the educational benefits extended by the government for the past 30 years their number in higher educational institutions is alarmingly low. It could be seen from the table that no district in the state has more than 0.25 percent SC students in the college. The average works out to only 0.12 per cent of the SC population in the state. The state average will be far less. However the sample districts show an average of 0.16 per cent of the SC population in the State.

We will now discuss the demographic characteristics of SC student respondents and extend the findings to the general population particularly the Scheduled Castes.

Karnataka is a micro cultural pocket in macro-Indian society. Similar characteristics are found in most of the cultural traits. A boy is preferred in every aspect for a girl in every family despite their legal equality, inheritance rights and so forth. Till 1956 the law did not recognise the rights of women in the property of the family. Traditions change relatively slowly, in contrast to revolutionary time or natural calamity. The extent of male domination in the society is still strong.

Social values degrade a girl to a second grade member in the family. Boys are in an advantageous position in almost all the cases. The biological disadvantage of women has been exploited and with the result they are looked down in many ways.

A girl in the family is considered as one to be protected till she is given away in marriage. Many restrictions are imposed on her movements and behaviour. After marriage she is expected to obey her husband and in the old age she is controlled and protected by her children. These strictures have considerably reduced the social status of women and relegated her to secondary place.

The population ratio of men and women is almost equal.¹ Even then dominance by men continues. The number of girls

¹ It was 915 women for every 1000 men according to Census of India, 1971.

in schools and colleges are few inspite of the fact that education is free and compulsory for some age groups upto certain levels. The reasons are already partly explained above. Further after primary education the percentage of drop-outs are higher in the case of girls. The reasons are the social values regarding the marriage of girls. Generally girls in contrast to boys are married off very early.

Another factor which contribute for less number of women taking to education is that after education women are not favoured for taking up jobs outside their houses. The fact that even today certain type of jobs are not open to women shows the persistent values behind the discrimination. Rural India still clings to these social values and barring some cases women are still in bondage.

Coming to college education, when compared to the population in the state the number of colleges under the five universities¹ are not adequate. Most of them are concentrated in cities and towns. Out of 30 colleges selected for purposes of this study 28 are in towns. Twentyone out of twenty three colleges in the capital district are situated in the city of Bangalore. The same is true of all the five universities in the State. The number of colleges are much more in the university headquarters.

This indicates the pattern of higher education in Karnataka. But the rural schools are feeding the colleges in the urban centres which facilitates urban impact atleast on some students from the villages.

In conformity with the values upheld by the rest of Indians, especially upper castes the Scheduled Castes also share similar values. The preponderance of boys to girls in educational institutions and value preferences shown to males is perhaps a common case in point. In these and many other ways they share a good deal of common with Hindus.

1 Two New Universities at Mangalore and Gulbarga were started during 1981.

The percentage of boys in the educational institutions are higher than the girls. The college admission of the SC students show the same trend. Out of 260 students in the sample 217 (83%) are boys and 43 (16.5%) are girls.

The two womens' colleges in the state capital and the government college at KGF in Kolar district constitute majority of girls in the sample. As other studies have indicated girls generally come from urban centres, often with better economic and educational background than boys. This is true of general population and also of Scheduled Castes.

Unfavourable social values militate against girls education. The fact that colleges are mostly located in towns act as additional hindrance in girls education. In the case students from rural areas, to get higher education they have to move to cities and towns or walk to and fro the institutions and place of residence. This is perhaps one of the reasons why not many girls are enrolled for higher education in the colleges.

Since the tendency is to marry off the daughters fairly early, investment on their education is seldom considered by parents. Maintaining them in hostels or elsewhere away from the house apart from finance is usually not liked. These are some of the causes for withholding girls back home.

Some times it is argued that the lower strata in any society are more conservative and observe the social strictures rigorously than the upper strata who are usually liberal in such matters. Also there is a view that people in lower strata in any society adopted change relatively slowly when compared to other categories. Although in the Indian context the extremely low and top castes are at variance, things that are taboo to upper castes are permissible to lower castes. Widow remarriage is traditionally allowed among the lower and prohibited in upper castes. Alcohol and meat are taboo to upper castes but not necessarily to lower. However, both are conservative in a number of ways, though they are at variance.

Taking the economic and social conditions in general SCs constitute the lower group in contemporary Indian society. They are traditional in their outlook in many ways. Hindu women generally are not being encouraged to have higher education and take to work outside the homes. The fact that there are only 17.0 per cent SC girls in institutions of higher learning in the eight sample districts is not a phenomenon. In conformity with general population, Scheduled Castes also are conservative as far as girls education is concerned.

On further probing, it becomes clear that only two districts selected for SC college students out of five in the sample have girls and the remaining have less or no SC girl students in the colleges. Of the two districts, Bangalore and Kolar, where SC girls are found in good numbers in colleges one is the State Capital. Also both districts have industrial complex in the district headquarters. It is also to be noted that the colleges are situated in cities of Bangalore and Kolar which are district headquarters. The Scheduled Castes living in industrial and urban places are in relatively open societies, to some extent influenced by the urban outlook. They come from comparatively better economic, educated family background. These people are also aware of the changing needs, trends and constitutional benefits. The urban milieu is somewhat favourable to their aspirations.

Under normal circumstances a child is admitted to the school at the age of six and at his/her 16th year completes the matriculation according to the educational system in Karnataka. After matriculation five years college study is needed. The introduction of two years pre-university course (PUC) makes it five years to get the bachelor's degree. But this is subject to the student having successful career at various levels of his education. In case one fails in the middle it may take a number of years to complete the same. All the five universities in the state have special provision in bachelor degree courses of study when a student can take a number of years to complete, while post-graduate courses have limitations.

The Scheduled Caste college students in the sample are relatively aged. Table No. 1 shows 31.6 per cent of them as

aged above 22 years. While 19.3 per cent are of 21 years, 23.1 per cent are in their 20th year. Only less than 25.0 per cent come under the age group of 19 years and below. It may be noted that the sample consists of students doing three year degree course and the respondents are distributed in all the three years. There are also a couple of students who are studying in PUC course. The fact that 31.5 per cent are above 22 years indicates that the Scheduled Caste college students have spent a little longer in schools and colleges than required. In other words there seem to be some gaps in the respondents educational career.

TABLE No. 1
Age composition of college students.

| Distribution | 16 or less years | 17 years | 18 years | 19 years | 20 years | 21 years | 22 or more years | Total |
|--------------|------------------|----------|----------|----------|----------|----------|------------------|-------|
| Frequency | 2 | 4 | 23 | 39 | 60 | 50 | 82 | 260 |
| Percentage | 0.7 | 1.4 | 8.8 | 15.1 | 23.1 | 19.3 | 31.6 | 100 |
| Boys | 1 | 4 | 11 | 25 | 51 | 49 | 76 | 217 |
| Girls | 1 | - | 12 | 14 | 9 | 1 | 6 | 43 |
| Hostellers | 1 | 4 | 6 | 17 | 38 | 36 | 60 | 162 |

Neariy 81.0 per cent of girls come in the age group below 20 years. This prompts us to speculate about the possible reasons. One reason perhaps is that girls, unlike boys complete the courses successfully without much gaps. It is a phenomenon in the state girls scoring over boys in the secondary examination and degree classes now-a-days.¹ Another possibility is that girls may drop out after their 20th year either because of parents pressure or marriage.

The table indicates that 50.0 per cent of the SC college students have either taken education late or might have had gaps at various stages of school and college years. It is possible that due to ignorance and poverty the parents of the

1 Press reports of SSLC, PUC Board and Degree results of various universities in the state published from time to time indicate higher percentage of passes among girls.

respondents might have admitted their wards after one or two years of minimum age prescribed for the children in primary schools. For admitting a child to the first year of school he should be 5 years 10 months old and some parents might have given higher age at the time of school admission. Another possible reason is that preference was given to final year degree students in answering the questionnaire. Age automatically shoots up because they are also the more experienced one having spent some years in the college. The causes for higher age group in the sample could be for any one or of all the above reasons.

Marriage is an important event in an individual's life and it carries many social obligations. Personal and family responsibilities of a married person render it difficult to lead student life which is rather carefree. Education postpones the age of marriage.

Due to increased education and the emphasis on individualism, age at marriage is on the increase in most part of the world. Till recently and even now child marriage is in practice in the country. At the turn of the 20th century, laws have been enacted abolishing this evil practice. Child marriage is a cognizable offence. But even to this day there are instances of child marriage reported.¹ Since old values die-hard, they are practiced clandestinely or openly in some places. However, it is a fact that marriage age has gone up even in India. In addition to the changing values, there are many other reasons for this.

Education is said to usher in some changes in the life pattern of people. Since the respondents here are college students they have sufficient knowledge about the problems in life. Many of them are exposed to urban way of life and therefore they imbibe some of the ideals of educated men and try to identify themselves and fall in line with them.

1 A case where one of the Ministers of the Rajasthan cabinet having celebrated child marriage of his daughter was reported in the media during 1981.

While a large majority of Scheduled Caste college students are un-married about 4.9 per cent (15) who are either married or engaged could be linked to the age group of SC students in the colleges. As already stated 31.5 per cent are beyond 22 years of age. How many of them are in the age group beyond 22 years is not known. Since marriage is traditionally compulsory, some of them get married young, even when they are studying. Such marriages which are usually arranged apart from conforming to traditional values may have reasons of practical value.

One significant factor to be noted in this connection is that all the Scheduled Caste girls in the sample are unmarried. This suggests that girls usually drop out after their marriage. But it would be very risky to make a categorical statement regarding this.

Looking from different dimensions the influence of peer group is a significant one. The moment a student enters the college usually a number of changes come about in and around him. The parental control over him diminishes to a certain extent. The influence of colleagues in the college will certainly have impact on the personality of student. The college surroundings often help a student to change his attitude and outlook on certain things.

It is a healthy indication that the respondents here are within the general frame of the society. In spite of the traditional family background, they are following the general pattern and adopted the new values atleast for themselves.

Untouchability is part and parcel of the caste system. To this extent caste system has been a curse. Caste has been a barrier for centuries which has arrested the growth of the country and its people. Provision for special constitutional benefits to the Scheduled Castes and Scheduled Tribes, Backward and more Backward in a way is preserving the caste consciousness, despite low social status.

In the present study caste-wise comparison is not possible since there is no source of information where caste wise population is available.

Efforts were made to get the sub-caste names from the respondents without much success. Though the investigators had specific instructions to try and get sub-caste names from student respondents, the students preferred to record as scheduled castes. Upon further probing students generally recorded the blanket terms like 'Adi-Dravida' 'Adi-Karnataka' and so forth. These are again broad classifications of Scheduled Castes. The data with such caste names is not of much help to attempt analysis of caste-wise distribution of college students.

The student respondents possibly felt uncomfortable to record the individual sub-castes for reasons best known. It is a fact that many untouchable caste names in Karnataka are not included in the government list of Scheduled Castes for the purposes of constitutional benefits. Should the students disclose their caste names perhaps they will loose all benefits, if their caste names are not in the government approved category.

Another possible explanation for this lacunae is that castes are divided and sub-divided. Each caste is an endogamous group, occupying different positions in the hierarchy in different parts of the state. The phenomenon is true for all the caste groups, higher or lower. Lower caste groups are usually looked down by the upper castes. This forces one to be cautious and wherever he is in a disadvantageous position he will tend to with-hold his caste identity. The respondents here are in higher educational institutions. They are inclined to be more sensitive to the lower caste status situations.

Added to this, some lower caste groups are identified by the nature of work they do. Many a time they are assigned menial jobs. The moment one discloses the caste names with traditional occupation, social stigma is indicated. The SC college students to some extent are exposed to the open social system. They are aware of the social stigma of caste names.

In order to avoid humiliating and irksome situations they resort to describe themselves in blanket terms.

TABLE No. 2

College students from various Scheduled caste groups

| Distribution 1 | Adi- Dravida 2 | Adi- Karnataka 3 | Bhovi 4 | Beda 5 |
|-------------------|----------------------|------------------------|------------|-----------|
| Frequency | 78 | 72 | 13 | 1 |
| Percentage | 30.1 | 27.67 | 5.1 | 0.3 |

| Distribution | Channadasar 6 | Dhor 7 | Holeya 8 | Harijan 9 | Korava 10 |
|--------------|------------------|-----------|-------------|--------------|--------------|
| Frequency | 2 | 42 | 7 | 8 | 28 |
| Percentage | 0.7 | 16.2 | 2.7 | 3.1 | 10.8 |

| Distribution | Lambani 11 | Mahar 12 | Madiga 13 | Total 14 |
|--------------|---------------|-------------|--------------|-------------|
| Frequency | 28 | 1 | 6 | 260 |
| Percentage | 10.8 | 0.3 | 2.3 | 100 |

From the available information it is clear that four castes viz., Adi-Dravida, Adi-Karnataka, Holeya and Lambani form 85.0 per cent of the SC college students in Karnataka. Table: 2 states the caste-wise distribution of the SC college students. The least represented castes are Mahar (0.3%), Beda (0.3%), Chennadasar (0.7%) and Dhor (0.7%).

Out of nearly 142 castes that constitute SCs in Karnataka only 12 castes have been represented in the several sample colleges. Though it is difficult to identify the various SCs which are educationally forward in the state, the fact that some 12 castes are represented in the colleges show the pattern of progress. The concentration is only with four castes mentioned above. Education which carries with it certain constitutional benefits has not been thus availed by the bulk of SCs in the state.

The system of social stratification which obtains here has resulted in compartmentalization of people on the basis of caste. Caste and religion are so much interlinked it is difficult to separate them. Hinduism in public is both flexible and rigid with regard to its institutional practices like all religions. The question who is a Hindu is determined on the institutional and behaviour pattern of an individual. Most of the early settlers of India have identified themselves as Hindus. Since the Scheduled Castes are classified among the earliest inhabitants of this country they also followed the majority with regard to religious beliefs and practices.

Both before and after independence, for sometime, religious conversion was active in some parts of the country. Even in Karnataka, Christian missionaries took to converting certain sections of people who were economically weak and socially discriminated. Conversion was a way out from the social degradation for those who are suppressed and oppressed by caste Hindus.

Those who converted in the early years of British rule after a lapse of 2-3 generations were able to overcome the social stigma to some extent. As the intensity of conversion increased and localized, other caste people did not recognise their new social position. Gradually conversion meant only changing of names and the converts social status in the social hierarchy did not raise. Many converts followed the cults of both old and new faiths. There are some instances of members of the same family following different faiths.

Constitutional provisions for Scheduled Castes act as a check against religious conversion. Only the Hindu or Sikh SCs included in the schedule are eligible for the constitutional benefits. In order to obtain the economic benefits people are reluctant to change their religion *viz.*, Hinduism. The moment they change they stand to lose the facilities and in addition their children are not eligible for any benefits. However, different states in the union follow slightly different rules and apply different regulations at various levels of education.

In the present study there has been more intensity of conversion in three sample districts. They are Bangalore, Kolar and Tumkur, districts. The reason may be due to the intense missionary work in these districts. Bangalore being the biggest city from the earlier days had European population. It is possible to have Christian missionaries in such a place. Kolar had sufficient Christian population since the Gold field was managed by a British firm. Tumkur even now is a place where Church of South India (CSI) missionary have some kind of activity. These three are adjacent districts and constitute the eastern part of old Mysore State.

Nearly 98.8 per cent of the student respondents have declared themselves as Hindus. Two out of 260 in the sample have stated that they are Christians. These two students, at the time of seeking admissions, have given their caste names as SC which could not be avoided. But when the question of scholarship came they were not granted the same on the ground that they were Christians. This was made known only in the end after the questionnaires were administered to them. One of the students in the sample has however, declared that he does not believe in any religion.

But for the difference in the age composition the SC college students in Karnataka are like any other student community. The boys and girls ratio show the same tendency as is for non SC population. The marital status also follow the same trend as general student community. In the case of religious faith bulk of them are obviously Hindus. These factors show that the Scheduled Caste college students in this study are typical of the college students in the state.

(2) Family Background

Family has been considered as one of the basic institutions which moulds the life patterns of a person. Unlike other species, human infants require care and protection for a lengthy period. Hence socialisation is a prolonged process. A child requires nearly a decade before it can attend to its necessities some what independently. This does not mean after 10 years

the child can be free and manage without anyone's help and cooperation. India is a tradition-oriented society and children in the family are protected for much longer periods compared to some of the western countries where children are relatively free and allowed to have their personality developed as they like.

Family plays an important role in the shaping of one's personality. Studies have disclosed that children who are not brought up in healthy family surroundings will end up as deviants in the society. Many social evils also have been attributed to the family ills.

Education is considered as the media through which one can have better understanding in life. It also helps to reduce conflict and lead a happy life. Almost all societies in the world stress on education in order to mould the future generations.

Here, an attempt is made to consider the educational background of the respondent's parents in order to understand the many-sided importance of education. Prior to independence facilities for mass education were not provided. After independence, the governments have however, resolved to implement intensive programmes to educate the masses. Education has been made a state subject in order to make it more flexible to the local situation and state governments are encouraged in that direction. Free and compulsory education upto certain age *i.e.*, 14 years is envisaged constitutionally. In addition to this adult education programmes are encouraged and arranged through the village panchayats.

Inspite of all these programmes, the percentage of educated people is not encouraging. The number of schools and colleges have no doubt increased. But population explosion and economic backwardness subsumed whatever little progress was achieved. The result is that a large number of people especially the rural people remain ignorant, illiterate and poor. Their condition has not improved inspite of increased standard of living claimed by planners.

The parents of the respondents here belong to an older generation mostly being born before independence and with all limitations. In addition to the social and economic backwardness, very few have had opportunity for education. A look at Table No. 3 showing the educational attainments of the respondents fathers indicates that 55.8 per cent are illiterate. Another 31.0 per cent are middle school and below. Only 8.9 per cent are high school educated. The percentage who had high school education and above do not exceed two. Therefore, it is clear that the respondents have little educational background with reference to fathers' generation. It amounts to lot of difference between a student whose parents are educated and those whose parents have had no education.

While referring to respondents mothers' education 74.6 per cent of them are illiterate. About 13.4 per cent are having primary education 6.5 per cent have had middle school. As explained earlier women are not generally encouraged to have education in Indian society. In conformity with the general population, the mothers of the respondents here are not educated.

Further, when the economic status and parents education is cross verified, it is found that as economic difficulties increased the respondents father's education decreases. Table No. 4 highlights this. This is a significant factor which shows the possible relationship between education and economic prosperity. This presupposes that educational attainments can bring about economic prosperity in one's own life time. Nearly 67.0 per cent say that their economic status is precarious and incidentally they have fathers who are less educated or without education. Of the remaining about 26.0 per cent say that their economic status is just manageable or not so bad. Only 5.8 per cent say they are comfortable.

Along with the educational attainments of parents, education of siblings have equal or more impact on others in the family. This could be viewed from two perspectives. Firstly when there are many children, parents may not be in a position to send all of them to schools and college education because of

TABLE No. 3
SC College students' parents (Father) education

| Distribution | Illiterate | Read/ write & primary | Middle School | High School | College but not graduate | Graduate | Profe- ssional degree | No Response | Total |
|-------------------|------------|-----------------------------|------------------|----------------|--------------------------------|----------|-----------------------------|----------------|-------|
| Frequency | 145 | 41 | 40 | 23 | 5 | 1 | 1 | 4 | 260 |
| Percentage | 55.8 | 15.8 | 15.4 | 8.9 | 2.0 | 0.3 | 0.3 | 1.5 | 100 |
| Boys | 134 | 35 | 27 | 14 | 3 | — | — | 4 | 217 |
| Girls | 11 | 6 | 13 | 9 | 2 | 1 | 1 | — | 43 |
| Hostellers | 108 | 25 | 16 | 8 | 2 | — | — | 3 | 162 |

unsatisfactory economic conditions. Secondly it is possible to argue that the parents may get atleast one of their child educated when they have many children.

TABLE No. 4
Parent's (Father) education and SC college students'
financial position

| Father's Education | Financial Position | | | | Total |
|------------------------|--------------------|-------|-----------|-------------|-------|
| | Comfortable | so so | Difficult | No response | |
| Illiterate | 5 | 34 | 105 | 1 | 145 |
| | 3.4 | 23.4 | 72.4 | .7 | 55.8 |
| | 33.3 | 49.3 | 60.0 | 100.0 | |
| Read and write primary | 0 | 10 | 31 | 0 | 41 |
| | .0 | 24.4 | 75.6 | .0 | 15.8 |
| | .0 | 14.5 | 17.7 | .0 | |
| Middle school | 5 | 10 | 25 | 0 | 40 |
| | 12.5 | 25.0 | 62.5 | .0 | 15.4 |
| | 33.3 | 14.5 | 14.3 | .0 | |
| High school | 2 | 10 | 11 | 0 | 23 |
| | 8.7 | 43.5 | 47.8 | .0 | 8.8 |
| | 13.3 | 14.5 | 6.3 | .0 | |
| College | 2 | 2 | 1 | 0 | 5 |
| | 40.0 | 40.0 | 20.0 | .0 | 1.9 |
| | 13.3 | 2.9 | .6 | .0 | |
| Graduate | 0 | 1 | 0 | 0 | 1 |
| | .0 | 100.0 | .0 | .0 | 0.4 |
| | .0 | 1.4 | .0 | .0 | |
| Professional Degree | 0 | 1 | 0 | 0 | 1 |
| | .0 | 100.0 | .0 | .0 | 0.4 |
| | .0 | 1.4 | .0 | .0 | |
| No response | 1 | 1 | 2 | 0 | 4 |
| | 25.0 | 25.0 | 50.0 | .0 | 1.5 |
| | 6.7 | 1.4 | 1.1 | .0 | |
| Column Total | 15 | 69 | 175 | 1 | 260 |
| | 5.8 | 26.5 | 67.3 | .4 | 100.0 |

Count

row percentage

column percentage

In addition to the educational background of parents, the economic condition of the family influences the process of education. In spite of the constitutional benefits for education of the Scheduled Castes students for the past 30 years, the number of SC college students has not reached even one per cent of their population in Karnataka. This is an indication of the pace of improvement in the field of education. Due to poverty and ignorance, most parents normally think in terms of immediate returns and therefore induct their children in the villages to work and contribute to family maintenance at an age when they should be found in schools.

By and large the respondents are the highly educated among their brothers (74%) and sisters (84%). Only about 13% and 8% SC college students have brothers and sisters who are more educated than the respondents.

From the above we can understand that the respondents come from a less educated family background. Majority of them have parents who have less or no education. The same is true regarding the education of siblings. The question why the respondents have taken to education in spite of unfavourable circumstances at home cannot be answered easily. A more convincing reason would be due to the educational benefits provided by the government, the SC students may be found in colleges. Where information is available this has been nearly the sole factor which has induced at least some of the parents to send their children to schools and colleges. Another reason can be that of reservation of seats in schools and reservation of jobs in government and public undertakings. These facilities might have prompted some parents to send their children for higher education.

Occupations have some correlation with education and economic status of a person. Persons with higher education have better access to remunerative jobs.

Educational attainments of the respondents' parents and siblings have been discussed above. Majority of them come under

the illiterate category. Thus they are mostly agricultural manual labourers since bulk of them are drawn from rural areas and the employment opportunities in the villages are in fact connected mostly with agriculture.

Table No. 5 gives the occupation of father. Nearly 57.4 per cent of them work in the villages. While 9.2 per cent have stated that their father is old and retired, 13.9 per cent have no father. Only 16.5 per cent have mentioned that their father is in service. But then those who are in service may not be in higher posts since majority of them are not educated beyond the secondary school. Probably they are class IV employees in the government departments and private organisations.

It becomes difficult to explain what type of work the fathers of the respondents do when they are identified as 'works in the village'. Presumably they are agricultural labourers on others' fields or own small fields and work on them to supplement family income. However, land ownership information could not be elicited. Since many student respondents said that their economic condition is precarious it becomes difficult to infer anything definitely.

Turning one's attention towards mother's occupation there is altogether a different situation. Nearly 81.1 per cent of the respondents said that their mothers have no occupation. Further 5.0 per cent said that they are doing household work. Only 8.0 per cent are land labourers and maid servants.

Since the questionnaire had only a general question and this was understood by many student respondents in different ways, it is possible they have mistaken for career women and the answer was on the lines of 'no occupation'. There was another difficulty while editing the answers for the same question. As there was no provision in the questionnaire for those cases where the mother of the respondent was dead, such instances were accommodated under 'no response' category which constitute 2.0 per cent approximately.

TABLE No. 5
SC college students' parents (Father) occupation

| Distribution | Works in the village | He is in service | He runs his shop | He is old and retired | He is dead/ donot know | Any other | No Response | Total |
|--------------|----------------------------|---------------------|---------------------|-----------------------------|------------------------------|-----------|----------------|-------|
| Frequency | 149 | 43 | 5 | 24 | 36 | 2 | 1 | 260 |
| Percentage | 57.4 | 16.6 | 1.9 | 9.2 | 13.9 | 0.7 | 0.3 | 100 |
| Boys | 145 | 31 | 3 | 11 | 25 | 1 | 1 | 217 |
| Girls | 4 | 12 | 2 | 13 | 11 | 1 | — | 43 |
| Hostellers | 121 | 16 | 2 | 7 | 14 | 1 | 1 | 162 |

It is a trend among upper and middle class women not to go for jobs outside their houses. Surprisingly the same pattern is reported for the SC population. It is pertinent to recall that most women agricultural labourers are drawn from those categories in rural Karnataka. Even otherwise 'no work' does not mean that the mothers of the respondents are free. They work in their houses. Large families joint or nuclear involve full-time house keeping. Household work contribute equally to the health and happiness of the family. Also college students might rationalise the answer. Mothers doing manual work may make them feel shy. Hence the tendency to say that they are doing nothing.

As stated earlier Karnataka has twenty six thousand villages and nearly 80 per cent of the population in the state live in rural areas. Facilities for higher education are available mostly in urban centres. Colleges are concentrated in cities and towns. Only recently some junior colleges are opened in rural areas. Here again only two year pre-university courses of study obtains. This is often attached to higher secondary schools.

About 58.0 per cent of the parents live in villages. While 1.1 per cent only live in city, 5.7 per cent have indicated as towns. The glaring difference of 28.8 per cent under 'not applicable' category is due to the defect in the questionnaire. The students are asked to give their parents' place of residence. But while doing so the information has been restricted to those who are not living with their parents. This resulted in anamalous answers.

The presumption is that students who are staying with their parents are from the same town where the college is situated. But this had some disadvantages. In Karnataka some colleges are in small towns and students from nearby villages attend colleges by walking the distance daily. May be this resulted in getting 28.8 per cent of the answers as 'not applicable'. In any case majority of the respondents are from rural areas.

While going through the data another striking feature is that most of the girls in the sample live with their parents.

This confirms that girls are not as free as boys to go out of the homes to pursue higher education. Traditional values still persist and women are often discouraged from going for higher education.

Once the students come out of their place, the parents feel that they lose control over them. Family ties give way to friendship and peer group activity. Colleagues are taken from different strata and there is every possibility that they will be exposed to relatively open society. The students from the rural background are introduced to new set of values in towns and cities. They have ample opportunity to acquire more knowledge which is not available in rural areas. When once they are introduced to different social situations they tend to change their values and certainly this will have significant influence on their families. In addition to this, constitutional advantages like facilities of scholarships, reservation of seats and reservation of jobs act as further incentives. These new educational and economic advantages enable them to change at least gradually the old order when their families faced severe economic and political constraints.

In summary it can be said that the family background of the Scheduled Caste students is not conducive for their education. A look at the education of parents is disappointing as most of them are illiterate. In a family where parents have little or no education, the value of education can seldom be recognised or understood by them. Therefore, the respondents cannot expect much help or encouragement from their parents in discussing their problems pertaining to studies.

The SC students again are in a disadvantageous position when it comes to consulting their brothers or sisters regarding their educational problems. Majority of the respondents are the only highly educated in their family, when their brothers and sisters have little or no higher education.

As regards occupation of the parents it is equally unimpressive. Many of them are landless agricultural labourers.

The daily wages are the mainstay of every day and since they are un-organised they are exploited by the land owners. Wages are low and often irregularly paid. These factors drive them to the verge of poverty. Ignorance and economic disadvantages render them to remain agricultural labourers for generations.

Many SC parents are unskilled labourers. Cities and towns cannot attract them. Even when they migrate to such places they will have to end up as menial workers a job which is in no way better than the one they do in the villages. Eventhough rapid industrialisation and urbanisation is welcome to solve the problems of exploitation, the present trends are not favourable for such changes.

Except the advantages of moving out of the villages the student respondents have no other encouraging family background.

After the industrial revolution the world has experienced rapid material growth. Monetary economy gained precedence over all other kinds of activity. Increased network of communication between the nations have contributed much in the direction. Economic activity has changed from feudal to contractual one. Every trade is valued in terms of money.

India too underwent significant changes with the advent of British rule. The old system continued but also gave way to new type of economic order. Speedy changes are taking place and in this process certain groups are in a disadvantageous position.

Occupations in India were and to some extent still are divided on the basis of caste. Different castes were associated with different occupations. These occupations had a close bearing on the economic activities and roles of the villagers. They emphasized superordination-subordination relationship between members of different caste groups.

The traditional institutions including the economic ones have been subjected to change now. Certain ritually higher,

politically strong and economically prosperous groups were able to claim superiority. But in the case of some it did not work.

Under the changing conditions economic factors count a lot more important and wherever there are chances for a person to acquire this gain he is able to free himself partly from the traditional social degradation. The fact that some of the otherwise low castes are today claiming ritual superiority, in certain parts of the country, is a case in point.

The economic conditions of the respondents are to be viewed from this angle. The data analysed here is on the basis of statements regarding their economic status made by the respondents themselves. The fact that from times immemorial these communities are suppressed by other communities have been highlighted by reports and studies already made. The same kind of exploitation continues even today. Poverty, ignorance, ritual, social and political subjugation have driven these people to a depth of degradation and pitiable condition in society.

Table No. 6 explains the financial position as assessed by the students. About 67.4 per cent of the respondents say that they are economically in a critical position. While 26.6 per cent have stated as 'so so' only 5.7 per cent are in comfortable position. To ascertain the extent of reliability of responses the investigators were instructed to observe the living conditions of the students and the place of residence and in the Hostels. The data thus obtained discloses that in most cases the SC students have no facilities for studies. Both hostel and home conditions are miserable. How miserable can be imagined from the fact that many of them have not even spare clothes to change for cleaning. The accessories like books, table, chair and scientific equipment, required for a student is almost unheard of by them. The grinding poverty and economic disadvantages under which the SC college students are placed could be the reason for their present plight.

TABLE No. 6
Financial position of the students

| Distribution | Comfortable | So So | Difficult | No Response | Total |
|--------------|-------------|-------|-----------|-------------|-------|
| Frequency | 15 | 69 | 175 | 1 | 260 |
| Percentage | 5.7 | 26.6 | 67.4 | 0.3 | 100 |
| Boys | 8 | 56 | 153 | — | 217 |
| Girls | 7 | 13 | 22 | 1 | 43 |
| Hostellers | 4 | 46 | 112 | — | 162 |

Eventhough the country's economic scene has been changing in recent years, Indian family system has retained the old structure. Large families are the feature of rural population. Little facilities exists for individual's prosperity outside the family economy. The younger generation are seldom free from the economic dependency of themselves on their families. The question of decision making remains largely with parents even to this day. For these reasons we have to look at the family conditions to understand the economic status of the SC students.

It has already been noted that bulk of SC college students' parents are illiterate agricultural labourers. The average earnings of a male elder is about Rs. 4 to 5 per day. Then again agricultural labour is only seasonal. The net earnings are hardly sufficient for the maintenance of the family. When this is the case the question of educating children and providing other facilities to them in their educational career is rendered extremely difficult.

'Earning while learning' as in some of the western countries is simply not feasible for the SC students. There is acute unemployment problem faced by millions of educated young men and women in the country. The situation is nearly explosive. Because of this and other problems many youths are frustrated. Under the circumstances looking for part-time jobs is hardly a promising thing for SC students. Thus there is no

way out for SC students except to depend on the family for their education.

Further to engage oneself in personal enterprise require financial and professional skill to certain extent. It is more disadvantageous to these respondents. Being financially poor, they lack knowledge of trade and commerce in addition to other limitations. In the light of the above it is not possible for them to have alternative occupations to solve the financial problems.

Thus the possibilities of getting employment are rare. For self and part-time employments, there is additional drawback of being economically unsound. As the colleges are mostly located in towns and cities the students are forced to leave their homes. They have to stay either in hostels or privately in rented rooms at such places though the latter is by no means easy. In any case they may have to spend sufficient time for other things like household work or hostel work and so-forth. In addition to this, they have to keep abreast with their daily lessons. This puts them totally in an unfavourable situation to take up jobs. Further the present system of education is not at all conducive for doing jobs when one is studying in schools and colleges. There are of course now facilities for students to attend evening colleges while they work during day time. But this again has many limitations.

Nearly 98.0 per cent of the respondents are not employed. Only 3 out of 260 hold fulltime job. Two are teachers in primary schools. While one occasionally earns, one more student has a part-time job. Out of the five employed persons here, four draw less than Rs. 200/- a month. The student who has a part-time job is presumably working in a private firm. One respondent has not answered the question regarding his salary.

With 98.0 per cent of the student respondents in unemployed category, the question of their obligations to their family in terms of monthly contribution to the family budget does not arise. Some of the respondents have, however,

expressed that scholarship amount from the government is of some help at the time of family distress.

Out of the five marginal cases who are employed three have stated that they give more than half of their earnings to the family funds. It is possible some of them are married and have their own family.

Higher education is a long process and it involves many number of years before reaching a stage. To have college education one has to spend twelve to thirteen years in schools and colleges. Further it involves huge expenditure both by way of fees and other charges. Of course this is besides one's efforts in studies.

Education is nearly free below college level especially for scheduled Castes in the state. Mere exemption of fee is not a relief to get children educated. It has been pointed out earlier that majority of the respondents' parents are poor and ignorant. They introduce their children to work in fields and in other's houses while still young to supplement the family economy.

Many parents do not know the educational benefits extended by the state and the centre. Added to this, schools and colleges are situated away from rural areas. The scheduled caste parents hesitate to send their children outside their place. Poverty and ignorance of facilities act as deterrents. Even where there are hostel facilities the number of students are far below expectation.

In spite of all these limitations, as stated by the students, their education is being financed by their parents. The extent of facility one needs in the process of college education has already been indicated earlier.

About 68.4 per cent students are being helped by their parents in addition to their scholarship grant. However 26.1 per cent are solely depending on scholarship/freeship grants. About 3.0 per cent are helped by their parents and relatives. This clearly indicates the extent to which students are actually

depending on scholarship. As stated by the students themselves, but for these educational benefits it would not have been possible for many of the SC college students in the sample to prosecute their studies.

The urban and rural differences have to be borne in mind in the Indian context while accounting for any social change. Urban part of the country is relatively more open where people have reoriented the traditional institutions to suit their living conditions. Urban population are involved in the process of adopting ways to improve their living conditions.

A return to rural areas drives home that the situation is not conducive for drastic changes and much less for quick adoption of new things. No doubt the means of communication have improved. Many rural areas now have been exposed to changes [through the government machineries. The desired changes are not readily accepted. Often these are suspected. The old values are putting a hindrance to innovations.

Education being the state subject is encouraged by almost all the State governments. Many schools are opened in rural Karnataka. But the machinery to implement the scheme is not so powerful. The result is that many school going children are not getting education. When this is the condition of general education pattern the case of SCs need not be over emphasised. They remain in some cases almost where they were prior to independence.

Table No. 7 shows that 59.2 per cent of the student respondents say that their parents have to spend towards education of other members of the family in addition to respondents. This means that the burden of education on the family is great specially in the light of their poor economic conditions. Again another 40.7 per cent have stated that inspite of education being subsidised through scholarships, their parents need not spend any amount for others' education in the family. It is pertinent to remember here that in some case, the students have declared that they are the highly educated and no one is as much educated as they are in their family.

TABLE No. 7

Financial obligations of the family for education of the children

| Distribution | No obligation | Yes there is | Total |
|--------------|---------------|--------------|-------|
| Frequency | 106 | 154 | 260 |
| Percentage | 40.7 | 59.3 | 100 |
| Boys | 97 | 120 | 217 |
| Girls | 9 | 34 | 43 |
| Hostellers | 75 | 87 | 162 |

From the above it can be inferred that nearly half of the sample have stated that the respondents are the only ones who are getting education in their family. It is possible that the rest are not encouraged to have the benefit of education. There are also instances in rural families where college education for boys is somewhat discouraged. The fear, that the moment the boys got higher education, they are lost to the family and village, acts as a hindrance. While this is the general tendency SCs being a part of the village community there is every reason to believe that the same notions operate to discourage parents from sending their boys to get higher education.

Also the extended and joint family system where children of many brothers and relatives live together, education of a boy or girl is discouraged by the parents of other children with the result no one gets education. While all the children even among other castes in Indian Society are not getting education, SCs children are not an exception to this pattern.

Since the colleges are in urban centres students from rural areas are to incur lot of expenses to get education by maintaining themselves in urban centres. This is one of the reasons why most of the respondents are hostel residents. Being economically poor the SC students cannot imagine to totally depend on their parents for maintenance. The fee structure in various private colleges under the five universities in the state is not encouraging the poor to have higher education. This is yet another reason why the SC students are concentrated in government colleges which will in addition to imparting education, run hostels for the students.

Scholarship is really coming in handy for these students. But for this financial help the number of SC students in colleges would have been alarmingly low. As expected 97.6 per cent are scholarship holders. Four out of 260 students are freeship awardees. Two christian students are not eligible for scholarship and the other two may not have completed their examinations or come about income limit set by government of India.

The economic conditions of the people in the country makes it difficult to arrive at any definite conclusions with regard to the help they need from the government. While it is true that the financial help is not sufficient since the amount was fixed long ago and has been loosing purchasing capacity, there are others who are satisfied and say it is enough and are even thankful to the government for the same. They say that when they could not find any one to help them the grant is a real boon. These reactions have been observed and recorded by the research investigators while in the field.

When asked whether the scholarship amount is adequate or not the SC college students have replied mostly as inadequate. Nearly 85 per cent of them say that it is inadequate. Only 15.0 per cent have replied as adequate. They have either other sources of help or are not aware of other problems. The first category are those who are having financial problems and need further help.

To sum up the economic status of the SC college students is not encouraging as explained by them and by referring to their parents educational and occupational background. Almost all of them are unemployed and it is a fact that students in the country generally do not earn while studying but depend on their parents for all help for their education. The parents of the respondents have to incur expenses towards the education of their children and often many of them are depending on scholarship granted by the government for this purpose. The amount towards scholarship is not at all sufficient according to them.

CHAPTER III

STUDENTS AS SCHOLARS- THE ACADEMIC CAREER

(1) Distribution by courses

The investigation is restricted to the undergraduate colleges. Technical Diploma/Degree, professional education *viz.*, Medicine and Law are excluded for purposes of this study. Bachelors' degree in Arts, Science and Commerce course will require five years study after matriculation including two year pre-university course. Thus the students in the sample are having five years college education before completing the bachelor degree in various subjects.

About 47.7 per cent in the sample reached fifth year after matric. Normally five years after matriculation is the final year of undergraduate course. Those who are in fourth year after matriculation constitute 36.2 per cent. While third year after matriculation has 11.5 per cent, PUC students constitute only 4.6 per cent.

TABLE No. 8
Year of study of College Students

| Distribution | Year of post-matric study | | | | Total |
|--------------|---------------------------|-------|--------|-------|-------|
| | PUC | Third | Fourth | Fifth | |
| Frequency | 12 | 30 | 94 | 124 | 260 |
| Percentage | 4.6 | 11.5 | 36.2 | 47.7 | 100 |
| Boys | 11 | 25 | 77 | 104 | 217 |
| Girls | 1 | 5 | 17 | 20 | 43 |
| Hostellers | 5 | 17 | 62 | 78 | 162 |

The increasing percentage from first year to fifth year after matriculation in the sample is due to deliberate choice. The final and second year degree class students are preferred with the view that they are in a better position to explain their educational problems. They have certainly more experience in

the college education. A student who is just entering the college possibly cannot give more details because of lack of experience.

The total number of undergraduate colleges in the five districts selected as sample are 19. Out of this only six are run by government. Thus private institutions constitute 69.0 per cent in the study and this is a significant point for considering the facilities to the SC students in the state.

Most of the colleges in the state impart education in Arts and Science. When compared to the two faculties mentioned above Commerce colleges are few in number. Till recently this branch of education has not been opted by many students and it is only recently many are taking commerce courses for study.

TABLE No. 9
Courses offered by the students

| Distribution | Arts | Science | Commerce | Total |
|--------------|------|---------|----------|-------|
| Frequency | 150 | 97 | 13 | 260 |
| Percentage | 57.7 | 37.3 | 5.0 | 100 |
| Boys | 130 | 74 | 13 | 217 |
| Girls | 20 | 23 | — | 43 |
| Hostellers | 96 | 57 | 9 | 162 |

Regarding distribution of students in the three faculties, nearly 57.7 per cent of students are in Arts and 37.3 per cent have offered science, while only 5.0 per cent are commerce students. These figures show that the respondents prefer Arts and Science to Commerce subjects. However, the low percentage of Commerce students in the sample may be attributed to the number of colleges teaching this subject in the state as a whole.

Education of father has no influence over the subjects offered by the college students since 55.7 per cent of the fathers are illiterate. Another 31.0 per cent have education upto middle school.

The reason for large percentage of students in Arts be examined in terms of the division between Arts and Science subjects at the school stage in the state. Till recently secondary education was based on specialisation in certain subjects. Students seeking admission in colleges were expected to go for those subjects in which they are generally trained in secondary schools. Further a large number of students offered science subjects in high school with the intension of joining different branches of technical education including medicine. But those who could not secure admission in them, however, had recourse often to Arts. Hence the swelling of numbers in the Arts courses and graduates.

Also those who had low percentage of marks in Science subjects thus changed over to Arts and continued their education. Now there is far more 'flooding' of institutions of higher learning so that there has been an explosion of number in colleges and universities. Large number of students are still admitted in the faculty of Arts. Another reason being that people consider higher or college education a status symbol and there is continued demand for undergraduate and post-graduate courses are thrown open to students who have offered different subjects *i.e.*, subjects other than their specialisation in most of the universities in the state in recent years.

Being economically poor, the SC college students have little or no knowledge as to which subjects lead to those courses having greater opportunities to achieve economic and academic advantages. The family background is not favourable to them select the subject and pursue studies. Very seldom they get required guidance or advise in these matters from the family. Further, the subject which can bring economic prosperity require certain amount of rigorous training in the initial stages and dedicated efforts thereafter. Unfortunately large number of SC students are not favoured with such facilities for studies at home or in hostels. Many of them find it difficult to follow the science subjects without proper guidance at home and so might have offered Arts subjects. The reasons for less number of students in Commerce faculty has already been explained.

Choice of the subjects depended in many cases mostly on the students themselves since they are the highly educated in their family.

Modern system of education which is being formally imparted in schools and colleges depends on facilities available. Because of its complexity and heavy expenditure states have taken the responsibility of education of its people. The scarce resources and population explosion in the country makes it difficult for the state to give even the primary education to all its citizens. Traditionally literate and well to do of strata still preponderates in colleges and universities. Only recently others are coming into the portals of institutions of higher education.

When asked for the reason for selecting the college they are studying, the students in the sample have given different reasons. Following are some of them.

TABLE No. 10

Reason for joining the particular College

It is the only College in this place

| Distribution | Yes | No. | No Response | Total |
|--------------|------|------|-------------|-------|
| Frequency | 125 | 117 | 18 | 260 |
| Percentage | 48.0 | 45.1 | 6.9 | 100 |
| Boys | 104 | 96 | 17 | 217 |
| Girls | 21 | 21 | 1 | 43 |
| Hostellers | 61 | 86 | 15 | 162 |

It is the best of the Colleges in this area

| | | | | |
|------------|------|------|-----|-----|
| Frequency | 138 | 103 | 19 | 260 |
| Percentage | 53.0 | 39.7 | 7.3 | 100 |
| Boys | 116 | 84 | 17 | 217 |
| Girls | 22 | 19 | 2 | 43 |
| Hostellers | 98 | 55 | 9 | 162 |

Could not get admission elsewhere

| Distribution | Yes | No | No Response | Total |
|--------------|------|------|-------------|-------|
| Frequency | 31 | 198 | 31 | 260 |
| Percentage | 11.9 | 76.2 | 11.9 | 100 |
| Boys | 27 | 164 | 26 | 217 |
| Girls | 4 | 34 | 5 | 43 |
| Hostellers | 19 | 124 | 19 | 162 |

It offers special facilities for SC students

| | | | | |
|------------|------|------|-----|-----|
| Frequency | 123 | 116 | 21 | 260 |
| Percentage | 47.3 | 44.6 | 8.1 | 100 |
| Boys | 105 | 95 | 17 | 217 |
| Girls | 18 | 21 | 4 | 43 |
| Hostellers | 86 | 66 | 10 | 162 |

On the advise of parents and relatives

| | | | | |
|------------|------|------|-----|-----|
| Frequency | 96 | 140 | 24 | 260 |
| Percentage | 36.9 | 53.9 | 9.2 | 100 |
| Boys | 75 | 123 | 19 | 217 |
| Girls | 21 | 17 | 5 | 43 |
| Hostellers | 60 | 90 | 12 | 162 |

It is nearer to my house

| | | | | |
|------------|------|------|-----|-----|
| Frequency | 66 | 174 | 20 | 260 |
| Percentage | 25.4 | 66.9 | 7.7 | 100 |
| Boys | 52 | 149 | 16 | 217 |
| Girls | 14 | 25 | 4 | 43 |
| Hostellers | 32 | 117 | 13 | 162 |

About 48.0 per cent have mentioned that since their college is the only institution in the area they had no choice in this aspect. Till recently many villages in the state had no primary schools. Even now the schools in the villages do not function properly. In interior parts of the state, most of the primary schools are single teacher schools. Records are maintained and the teaching is neglected. Middle and secondary schools are

limited in number. The students wanting to study in Middle and High schools often have to travel some distance to reach schools located in other villages. The condition is gradually improving but still the secondary schools are not sufficient when compared with the number of students seeking admissions.

Undergraduate colleges are far below the required number. Students seeking admission to higher educational institutions are increasing. Conditions in rural areas of the state are precarious. In some parts of the state higher education is neglected. For example Coorg district has only two colleges that too started recently. The district population is 3,78,291 out of which 36,971 are SCs. The tribal population is relatively higher (26,596) in this district. Technical and professional colleges are concentrated only in cities and towns in the state.

In view of the above, the choice for the students in selecting the institutions is absolutely circumscribed. By contrast many have expressed their gratitude to the institution in which they are studying for providing an opportunity for continuing their education.

As many as 53.0 per cent of the students have given the reason that the college where they are studying is the best in the area. It is already pointed out how a number of colleges in the sample are concentrated in towns and cities. For example in the capital district (where the capital city is situated) out of 23 colleges only two are located outside Bangalore City. The same is true in all other university centres *viz.*, Dharwar (Karnatak University) Mysore (Mysore University) Mangalore (Mangalore University) and Gulbarga (Gulbarga University). In such places it is possible to have many colleges and students may select any one of them for pursuing their studies.

About 11.9 per cent of the students have stated that they could not get admission elsewhere and therefore had to join the present college. In recent years the number of students seeking admission in colleges is on the increase. Many of the students do not get admitted as the intake of each college is restricted due to several reasons. This will have adverse effect

on SC students. In spite of the provisions of reservation, the SC students may have to compete among themselves for seats in a particular college. In all such cases students with higher percentage of marks in the qualifying examination will get preference over others. Therefore some students have to go to other colleges seeking admission.

Those who say that the college in which they are studying offers special facilities for SC students are divided more or less equally. It may be noted here that most of the students in the sample are from rural areas. If they are to continue their education they have to depend upon hostels. Being financially poor many of them are not in a position to rent private rooms in towns and cities. wherever SC students are found in large numbers generally there obtains government and private hostel facilities.

Another 36.9 per cent students say that they joined the college on the advise of their parents and relatives. It is a fact that parents and elders exercise more control on their children in Indian society. The students are dependent on their family not only for financial help but in many other respects. They are expected to act according to the advise of elders. Not only the question of further education but even the future of the children are often decided by elders in the family.

There are 25.4 per cent in the sample who say that the colleges in which they are studying is very near to their place and therefore they joined the same. It may not be possible for many students to go to distant places or to cover long distances daily to study in colleges of their choice. The problem of transport in big cities is great. Such of the students who are living in urban centres seem to decide in favour of the nearest college. Apart from this, there are 43 girls in the sample. Except one, the remaining 42 stay with their parents. Usually girls prefer colleges which are near their home.

Since all the alternatives are taken independently there are large number of students in each category.

In selecting a particular institution for study facilities to the SC students in the colleges has the highest percentage followed by those studying on parents and relatives advice, while nearness of the college takes third place.

(2) The Pattern of their life and their study habits

With the bulk of the Indian population living in rural areas, scheduled castes concentration in fact obtains in rural areas only. Students have to migrate to towns and cities if they want to prosecute their studies since colleges are usually located in such places. The students belonging to non-Scheduled Caste communities in contrast will be in a better position and find facilities for education. The very fact most of the castes have community hostels in centres of education facilitates higher education and promotes the sense of belonging to particular caste.

The SC students had no such facilities till the government started hostels for the benefit of them. Naturally, they had to be located in places where schools and colleges are situated. The SC students who are interested in education have to join such hostels. Eventhough it is not desirable to segregate the SC students from others, it is inevitable since the pattern of hostels in the state are caste based. In case there are no such hostels for SC students, it may not be possible to promote education among them. The government action is therefore appreciated by some.

TABLE No. 11

Place where the students live while studying in college

| Distribution | Students' Hostel | With parents | Other relatives | Alone rented room | With own family | Total |
|--------------|------------------|--------------|-----------------|-------------------|-----------------|-------|
| Frequency | 162 | 72 | 9 | 14 | 3 | 260 |
| Percentage | 62.4 | 27.6 | 3.5 | 5.4 | 1.1 | 100 |
| Boys | 161 | 34 | 5 | 14 | 3 | 217 |
| Girls | 1 | 38 | 4 | — | — | 43 |

As much as 62.4 per cent in the sample live in hostels during their college education. Another 27.6 per cent have stated that they live with their parents. In spite of this frequency a peculiar phenomenon is observed that only 5.0 per cent of parents live in cities and towns, and the rest are in rural areas. The discrepancy can be explained thus. Among those who live with their parents many perhaps are attending the college located in nearby towns and cities. In other words there are students who attend colleges covering the distance from their villages daily.

Among 44 girls in the sample, all except one girl student are living with their parents and or relatives. Girls living with their parents constitute majority among them. There are also some students—all boys—living in rented rooms (5.4 per cent). This indicates the freedom boys enjoy unlike girls who are restricted from living independently. This may be attributed to the value system in the society.

Those who live with relatives constitute 3.5 per cent while 1.1 per cent have their own family in that they are married and thus live with members of the family.

Out of 62.4 per cent hostel dwellers 50.0 per cent have stated that their hostels are maintained by their colleges. The remaining 11.4 per cent are in hostels run by other organisations. In such cases they are either government hostels or other charitable institutions. Government hostels are sometimes open for students from all castes and communities. They may even belong to different educational institutions including college. Among 162 hostel residents two students have not responded to the question, as to indicate whether the hostels they live-in are run by their college or private organisation.

Education involves certain amount of personal effort by every student. Ideally, students have to put in some hours for reading and working out lessons in addition to their daily classroom assignments. Unlike the rigorous of teaching in schools,

college education generally gives guidance to the students. Here it is for the student to put forth his efforts.

In order to find out the study habits among the students they were asked to give the number of hours devoted for study every day at their homes or in hostels.

TABLE No. 12

Number of hours devoted for study everyday by the students

| Distribution | One hour | Two hours | Three hours | Four hours | More than four hours | No response | Total |
|--------------|----------|-----------|-------------|------------|----------------------|-------------|-------|
| Frequency | 4 | 20 | 56 | 54 | 124 | 2 | 260 |
| Percentage | 1.5 | 7.7 | 21.6 | 20.8 | 47.7 | 0.7 | 100 |
| Boys | 2 | 12 | 40 | 48 | 115 | — | 217 |
| Girls | 2 | 8 | 16 | 6 | 9 | 2 | 43 |
| Hostellers | 1 | 4 | 23 | 30 | 104 | — | 162 |

Nearly 47.7 per cent have stated that they devote more than four hours for studies everyday. While 20.8 per cent spent four hours daily, 21.6 per cent earmark three hours. This indicates that the students do study regularly. Only less than 10.0 per cent say that they devote less than two hours. The main intension for putting this question is to find out whether the students have any problems in this regard and how regular they are in their studies.

Study habits have been verified with the respondents fathers' education, his economic status, the course in which he is studying, his comprehension, educational aspirations and the time spent in extra curricular activities.

The student's father's education has some relevance to the study habits of the student. It is presumed that as the education of the father increases, study habits among his children rank high. In this study by contrast the study hours of the students increase as the educational attainment of fathers decrease. Therefore fathers education seems to have little bearing on study habits. It is possible that students with poor educational family background devote more time for study.

With the opportunity secured for education they try to compensate their disadvantageous position by being students.

Students' economic status similarly has no relevance to their study habits. The number of students devoting more hours for studies and those who are in different financial position are large.

There is no correlation between the course of study and study habits.

Generally students when asked about their study habits would emphasise more on their study hours. Usually they do not wish to bring down themselves before others.

Similarly the study habits and comprehension by the students, their educational aspirations and extra curricular activities have no correlation.

Children in the family are considered as an asset. Parents and elders in the family encourage and prefer more children in the family. Time and again children are employed in domestic work. While elders work in the fields or elsewhere grownup children take care of the younger ones at home. Some times they are taken to work along with elders thus shifting the domestic work to girls in the family. It is reported that girls who are in colleges are expected to work at home in the morning before going to college and in the evening after returning from the college. This is not to say that boys are free from domestic work. They are expected to work for the household necessity if they stay with their parents.

Whether the studies of the respondents are affected by the time spent towards domestic work is important in itself to know the nature of hindrances and student performance. Domestic work may be anything connected with the maintenance of the family ranging from daily chores like shopping, looking after children helping in preparing food, cleaning the clothes to financial support.

Domestic work is traditionally associated with women and girls. So a usual phenomena since the social values approves girls getting training in such work. Women in India are mostly confined to household and their training in household activities has been considered necessary in their younger days.

For boys the intensity of household work is relatively less, excepting when they stay at home and have no education they might occasionally lend a helping hand. The uneducated boys usually take up the same occupation as their father. But for students it would be different. The respondents in the sample are however sufficiently grown up and they may be of some help to the family at least in times of necessity.

In the study 62.4 per cent are living in hostel and therefore their choice is automatically eliminated except perhaps during vacation. Among those who stay with their parents 10.3 per cent work for about two hours daily, while 6.0 per cent work for one, three and more than four hours. About 8.8 per cent have stated that four hours are spent towards domestic work.

While discussing time spent on domestic work, SC girl students should be considered separately, Excepting one, all the 42 girls in the sample are living with their parents. This shows that girls are more exposed and required to do household work. When compared the number of girls devoting four hours and more towards study decreases while for boys the figures increase. Twenty six girls out of 43, study for three hours and less, while 167 out of 217 boys study for four hours and more daily. The domestic work may be one of the significant factors which prevents girls from attending higher educational institutions.

The study habits of the boys and the nature of domestic work done by them could not be probed further as large number of them are living in hostels. However, 22.0 per cent among them lend a helping hand in domestic work. This indicates that the SC students who are living with their parents do work hard.

If students are to work for five hours at home and study for equal number of hours in addition to daily college assignment they may not find any leisure. The result is that they are likely to loose interest in studies. This is perhaps one of the contributory factors as to why SC students are not found in great numbers in schools and colleges.

As many as 75.3 per cent respondents think that they need to study more than what they do at present. While 13.0 per cent have answered 'I cannot say', 11.5 per cent feel they donot need to study more.

The reasons why they cannot devote more time for daily study are of several kinds. Nevertheless 61.1 per cent have stated that they have work at home and or hostel or they do some job. Some 3.8 per cent say that they have no interest in studies or the subject is difficult. The above reasons show that the students have interest in studies but they do not find sufficient time as many of them also work either at home or in the hostel.

The research investigators have reported that those who are in hostels are often required to prepare food, clean the kitchen, rooms, vessels and so forth. Those who are living in rented rooms have to spend relatively more time for cooking or depend on other eating places. Considering the special circumstances under which the students are placed they do not find sufficient time for studies despite the fact they are willing to devote more time for studies daily.

Regarding the place for study, 70.0 per cent come under 'not applicable' category. Of the remaining 8.8 per cent have no proper place at home but no other place to go also. While 6.1 per cent go elsewhere to study, 14.6 per cent study at home. The research staff have visited the houses of some of the respondents in different parts of the sample district. As the respondents were busy with studies during the preparatory leave, they could be traced often only at homes. The housing condition of the students are reported as not at all conducive

for study. Many houses are single room dwelling places. For social reasons some of them may not find other places for study.

From the above it is clear that the students do not have a favourable milieu for studies. Even the hostels are overcrowded with negligible comforts, the result, their education is hampered.

(3) Career of the Students

Primary school education in Karnataka is for seven years. Secondary school is a three years course of study. A student will have to take a public examination at the tenth year of his education. While the seventh standard is district level examination, the tenth standard examination is conducted by the Secondary School Education Board in the State. After this, two years are spent in pre-university education. Again a state level examination is held by the PUC Board in the state. Undergraduate courses are of three years duration in the five universities in Karnataka. For the present PUC courses are conducted in High Schools, junior and regular colleges under the five universities.

Gaps in education, if any, will be at different levels, in case there are failures in the examinations. Generally gaps are noticed after secondary examinations and PUC examinations. The students who fail in such examinations cannot continue their studies until they complete the course. However, in degree classes all the five universities permit completing the course by carrying over previous year subjects to second and final year examination. Since the student is not detained, it becomes difficult to know the failure by investigation unless the student declares it himself.

Majority of the students in the sample can be said to have had successful education till the seventh standard. While less than 2.0 per cent seem to have spent two years in sixth and seventh standards. The rest, *i.e.*, 98.0 per cent have completed the very year they joined.

TABLE No. 13
Number of years spent by the students

| Distribution | One year | Two years | Three years | More than three years | No response | Total |
|------------------------------|----------|-----------|-------------|-----------------------|-------------|-------|
| Sixth Standard | | | | | | |
| Frequency | 257 | 2 | — | — | 1 | 260 |
| Percentage | 99.0 | .7 | — | — | .3 | 100 |
| Boys | 215 | 2 | — | — | — | 217 |
| Girls | 42 | — | — | — | 1 | 43 |
| Hostellers | 160 | 2 | — | — | — | 162 |
| Seventh Standard | | | | | | |
| Frequency | 257 | 3 | — | — | — | 260 |
| Percentage | 98.9 | 1.1 | — | — | — | 100 |
| Boys | 214 | 3 | — | — | — | 217 |
| Girls | 43 | — | — | — | — | 43 |
| Hostellers | 159 | 3 | — | — | — | 162 |
| Eighth Standard | | | | | | |
| Frequency | 253 | 7 | — | — | — | 260 |
| Percentage | 97.4 | 2.6 | — | — | — | 100 |
| Boys | 215 | 2 | — | — | — | 217 |
| Girls | 38 | 5 | — | — | — | 43 |
| Hostellers | 160 | 2 | — | — | — | 162 |
| Ninth Standard | | | | | | |
| Frequency | 252 | 8 | — | — | — | 260 |
| Percentage | 97.0 | 3.0 | — | — | — | 100 |
| Boys | 215 | 2 | — | — | — | 217 |
| Girls | 37 | 6 | — | — | — | 43 |
| Hostellers | 161 | 1 | — | — | — | 162 |
| Tenth Standard (SSLC) | | | | | | |
| Frequency | 173 | 83 | 4 | — | — | 260 |
| Percentage | 66.6 | 31.9 | 1.5 | — | — | 100 |
| Boys | 136 | 77 | 4 | — | — | 217 |
| Girls | 37 | 6 | — | — | — | 43 |
| Hostellers | 98 | 62 | 2 | — | — | 162 |

| Distribution | One year | Two years | Three years | More than 3 years | Joined this year | No res- ponse | Total |
|---------------------------|-------------|--------------|----------------|-------------------------|------------------------|---------------------|-------|
| Pre-University | | | | | | | |
| Frequency | 108 | 132 | 8 | — | 11 | 1 | 260 |
| Percentage | 41.6 | 50.8 | 3.0 | — | 4.3 | .3 | 100 |
| Boys | 84 | 116 | 6 | — | 10 | 1 | 217 |
| Girls | 24 | 16 | 2 | — | 1 | — | 43 |
| Hostellers | 59 | 94 | 4 | — | 5 | — | 162 |
| First year degree | | | | | | | |
| Frequency | 190 | 27 | — | — | 31 | 12 | 260 |
| Percentage | 73.0 | 10.4 | — | — | 11.9 | 4.7 | 100 |
| Boys | 159 | 21 | — | — | 26 | 11 | 217 |
| Girls | 31 | 6 | — | — | 5 | 1 | 43 |
| Hostellers | 123 | 17 | — | — | 17 | 5 | 162 |
| Second year degree | | | | | | | |
| Frequency | 111 | 14 | — | — | 92 | 43 | 260 |
| Percentage | 42.7 | 5.3 | — | — | 35.4 | 16.6 | 100 |
| Boys | 93 | 12 | — | — | 75 | 37 | 217 |
| Girls | 18 | 2 | — | — | 17 | 6 | 43 |
| Hostellers | 71 | 8 | — | — | 61 | 22 | 162 |
| Final year degree | | | | | | | |
| Frequency | — | — | — | — | 125 | 135 | 260 |
| Percentage | — | — | — | — | 48.1 | 51.9 | 100 |
| Boys | — | — | — | — | 105 | 112 | 217 |
| Girls | — | — | — | — | 20 | 23 | 43 |
| Hostellers | — | — | — | — | 79 | 83 | 162 |

As the standard of courses increase, the number of students who repeated each class increases. While 2.6 per cent have taken two years to complete 8th standard 3.0 per cent have stated that they have repeated 9th class for one year.

In the case of tenth standard 31.9 per cent have repeated the course for one year. Another four students 1.5 per cent have taken three attempts to complete the course. It has been stated already that tenth standard is a public examination conducted by the Secondary School Education Board in the

state. This is the first examination the students are taking at state level. In addition to other drawbacks, probably, the students may lack training and coaching. Due to the unfavourable disposition to education, the students of SC community, atleast some of them, may have to repeat the course once or twice.

Eleventh class is the first year pre-university course conducted by another Board (PUC board) at the State level. So far, the PUC course is being conducted by the various universities in the state. Again this is a public examination.

About 41.6 per cent of the respondents completed the PUC in the same year they are admitted. However, 50.8 per cent have taken two years to do this course. Those who have repeated for three times constitute 3.0 per cent while 11 students have joined during the year when the study was carried out.

Among the first year degree students 10.4 per cent have taken two years to complete the same inspite of the fact that concessions like carry over is provided to them.

As regards to second year degree students in the sample 42.7 per cent completed the course without failures. While 35.4 per cent are freshers, only 5.3 per cent have taken two years to pass this course.

All the final year degree students have stated (48.1%) that they are doing the course only during 1972-73. once the student completes the course he will not be allowed to join the same though he can always repeat the examination, if he wishes to improve the grade. Even in such cases the student will not be admitted to the same course in the college but will be appearing as a private student for the examinations. Therefore, the question of students repeating the final year course did not arise since the regular students were met in the college as respondents.

As many as 67.6 per cent students had smooth education career after primary and before joining the middle school. Only

four respondents had discontinued for one year and one student each are under the category two years and three or more than three years. There are many reasons for those who had gaps in education. Economic, social personal inconvenience and so-forth, are stated as some of the reasons.

The middle school education of the respondents was equally smooth as only three out of 260 students have mentioned that they had discontinued for one year after passing seventh standard and before joining the high school. For those who had a break financial difficulties were the main hurdles.

Nearly 93.4 per cent students have joined college immediately after passing SSLC while 4.6 per cent joined after one year. Three respondents reported that they went to college after two years of break and two other students continued education in college after a gap of more than three years after passing SSLC. A large number have given economic difficulty as the main reason.

The above analysis shows the financial problems of the students. In addition to passing in the qualifying examinations, the students should be financially comfortable if they want to continue their studies in colleges. Many students are compelled to go over to other places for college education where they have to maintain themselves for which finance is a must. Otherwise many have to give up the idea of college education. SCs being economically poorest section in the country have therefore large number of drop-outs when compared with other castes.

According to the information from Director of Public Instruction in the state there are large number of SC students in various colleges in the state. But by the time investigators reached the sample institutions they could get only small number of SC students in the final year. This indicates the magnitude of drop-outs. In addition to the negligible educated family background, the students are facing acute financial difficulties

and therefore their number is far below the intake in the colleges.

Apart from other facilities the student must be in a position to follow the lectures in the class room. Mere facilities will not act as a magic-wand. Class room training is a prerequisite to any college student. The type of education imparted in the college, is some what specialised in nature. Therefore, one must have at least basic knowledge to follow the lessons. If the student cannot follow the teacher in the class it becomes difficult for him to understand what goes on in the classes.

The reason for not following the lessons may be many. In order to find out the ability of the students it was gathered from the respondents whether they have any difficulty in following the lectures. Nearly 65.4 per cent answered that they do not have any difficulty in following the lessons. However, 33.0 per cent are having difficulty only in few subjects. But four students in the sample find it totally difficult.

The different reasons and their distribution are explained hereunder.

About 15.1 per cent are of the opinion that the subject is very hard and they have no interest in the study. It may be due to the fact that students who could not get seat in the subject of their liking but join some course of study to continue college education will find it so. In the process, atleast some of them, may find it difficult in following the new subjects. For example, students who studied natural sciences in their secondary schools may join arts courses in college. Some of them may not be interested in such subjects and hence the difficulty.

Another 3.9 per cent say that the teachers' language style and standard is very hard. It is possible that certain teachers in colleges may not be good at teaching or the students may not be in a position to follow the teacher. But looking from the point of view of students the criterion for becoming a

TABLE No. 14
Reasons for difficulty in following the lessons by the students

| Distribution | Subject is very hard | Teacher does not explain properly | Teacher use difficult language | Lot of disturbances in class | Medium of Instruction is English | Any other reason | No response | Cannot specify any reason | Not applicable | Total |
|--------------|----------------------|-----------------------------------|--------------------------------|------------------------------|----------------------------------|------------------|-------------|---------------------------|----------------|-------|
| Frequency | 39 | 12 | 10 | 11 | 3 | 1 | 1 | 13 | 170 | 260 |
| Percentage | 15.1 | 4.7 | 3.9 | 4.2 | 1.1 | .3 | .3 | 5.0 | 65.4 | 100 |
| Boys | 31 | 10 | 9 | 9 | 2 | 1 | 1 | 11 | 143 | 217 |
| Girls | 8 | 2 | 1 | 2 | 1 | — | — | 2 | 27 | 43 |
| Hostellers | 24 | 6 | 8 | 9 | 2 | 1 | 1 | 8 | 103 | 162 |

lecturer in the colleges is only a postgraduate degree. People who were students in a particular year become teachers the following year by virtue of getting Masters degree. This indicates that those who are teaching in the colleges are not trained even for short duration in the art of teaching.

Another drawback as could be noted from the reports that many teachers in the private colleges are not paid properly by their managements. No control is exercised by either the university or the government regarding the appointment of teachers in various colleges in the state except a formal post-facto approval of appointment by the administration. Many average graduates are appointed without proper guidelines. Extra academic consideration such as caste, religion money influence appointments.

Since the teachers are not paid regularly the approved scale, they loose interest in their work. The real sufferers then are the students. These are some of the reasons why a lecturer does not carryout his work properly. By contrast there are some really good teachers. To follow their lectures becomes equally, difficult for an average student. Those who had good family, economic and educational background would naturally have good education with the result they attain high standards. Such teachers expect the students to come up to their level and this is too much for the students especially those coming from rural areas.

Some 4.2 per cent of the respondents remark that there will be lot of disturbance in the class room and therefore they find it difficult to follow certain subjects. It has been the practice in recent years to admit more number of students to a particular course. The quantitative intake adversely affect the quality.

It is true that the number of colleges in the state have also increased. At the same time those who are seeking college education are also on the increase. Their number is four to five times more than the number of colleges available

at present. Overcrowding is a regular feature in almost all the institutions. Professional courses are not free from this problem. The result, students who are coming out of such courses face innumerable difficulties.

The problem of getting admission in schools and colleges in urban centres has become acute mostly on account of physical space. To solve this problem, educational institutions are permitted to increase their capacity. This ultimately lead to miserable overcrowding even in primary and middle schools. It is pertinent to mention that in some of the undergraduate classes, the student strength of a particular class or section often cross the mark of 100. Many times students have to squeeze into the available accommodation. Private institutions which are generally interested in making money are the worst institutions in some places, where even elementary conveniences are lacking. These lead to many other repercussions.

When the number of students are innumerable, the teacher will find it a problem to maintain order and discipline inside the class room. If one is in a small group there will be fear of being recognised. Students in big classes exercise little control over themselves. When silence is not maintained it becomes difficult to follow what goes on in the class room. The remedy is only by way of limiting the intake in each class or section in a particular college.

Only three students (1.1 per cent) have stated that medium of instruction in English being the reason for not following the lessons in the class room. There is an increasing general trend to replace English by Regional languages for teaching and administration in different states. Many universities are advocating a change over to regional languages as medium of instruction in the colleges. The argument in favour of regional languages is usually based on the fact that students can understand better in their mother tongue. The educational policy of Karnataka government are moving in the same direction.

Whether such policy is good or bad is not within the purview of the present study. The fact that only 1.0 per cent

of the respondents in the study give this as reason shows that for a large number of students, the medium of instruction is not a problem in following the lessons in the class rooms. On the contrary, the reasons explained above figure more prominent and require immediate remedial measures by the policy makers.

Many times ability to follow the lectures depends on the students predisposition to the subject. Students who have been exposed to mass media like Cinema, News papers and Radio will be in a better position to grasp the lessons since they develop certain favourable attitude towards education and other allied matters. Emphasis is made to use this instrument for educating people in certain parts of the world. In some places recommendations are made to eliminate the method of formal education and use Radio and TV as medium of instruction.

It becomes difficult to apply the same method in the Indian context. However, efforts are being made in this direction, even in this country. While comparing these two variables, no correlation is observed.

The influence of teachers on the taught is very significant. Students generally imbibe many qualities of teachers in addition to the regular lessons worked out in the class rooms. By the time a student comes to the undergraduate level he would have developed his personality in some direction. It is the teachers in the institutions of higher learning who help mould the character of the students. But this depends on the relationship between the teacher and the taught. If the relationship is cordial, the sphere may be extended beyond the academic field. In such case the influence of a teacher will be great.

Teacher is one who is vested with certain amount of authority and can guide the students well in different ways. The problems of college students are many. Due to conflicting ideas in the learning process students would find certain factors not convincing. Their predisposition at home and in the college influence very much in the form of action of certain values. It

is exactly at this stage, the role of a teacher counts much in guiding them in proper direction.

To know the students reaction on student teacher relationship the students were asked whether they go to their teacher for seeking guidance. About 40.7 per cent confirmed that they go quite often to their teachers for seeking guidance and advice. Another 39.6 per cent have mentioned that they go occasionally. But 19.2 per cent declared that they never go to their teachers. Only one student did not respond to this question.

From the above it is clear that a large number of students go to their teachers very often while some occasionally. The fact that nearly 20 per cent do not go is a significant one and requires certain amount of intensive study in the matter.

All the students and teachers are not necessarily alike. While some students by nature do not go to teachers and consider them nearly as un-approachable, some teachers usually allow students to come to them very often while others do not. Due to certain other feelings such that students are increasingly becoming militant and would take advantage if they are permitted to come close, teachers are inclined to keep them away. In certain other colleges due to factions both among teachers and students, the non academic activities take precedence over regular academic activities and therefore avoid students in general.

The image of teacher as internalised by the students is that of superordination-subordination model. Even in higher educational institutions students consider their teachers as some one who is all powerful. They avoid their very presense and try to keep aloof from them. Excessive obedience is being exhibited for their teachers.

The other kind of avoidance is due to the fact that students expect certain kind of virtues in their teachers. The moment they are disappointed they avoid such teachers and never try to reconcile between the ideal and actual. The same thing can be

attributed to certain teachers who expect the ideal type of behaviour from their students, but keep them away the moment they are not convinced.

The student-teacher model internalised by both teachers and students may lead to withdrawal from each other in contradictory circumstances. Who is responsible for this stalemate, whether students or teachers is very difficult to say in the present circumstances. The available information is very meagre to analyse these interactional process. Again this is not within the purview of the study.

Interactional process involve two or more persons. So far the SC college students' approach pattern has been observed. The other way is to know the reaction of teachers towards students when approached or otherwise. Generally the SC students are considered relatively backward in their educational attainments. They need extra care so that the gap could be reduced between SC and non SC students. With this point in view, students in the sample were asked to explain their teachers' attitude towards them and other SC students in the college.

As many as 68.1 per cent have come out with the statement that their teachers are very helpful and sympathetic towards them. Another 25.7 per cent stated that the teachers do not pay any extra attention. While five students say that the teachers are not at all helpful, another seven students' opinion has been recorded under any other category. Those who have been grouped under other category have expressed their views like this. According to them, the teachers are not cooperating in getting certain constitutional benefits like scholarship, extra boarding charges and so forth. One student states that only the SC teachers are sympathetic to them but not others in the college.

Apart from the general feeling towards the SC students equal consideration has to be given to the teachers' position in the college. Many institutions are overcrowded with students.

In such a situation it becomes extremely difficult for a teacher to pay individual attention to the students. Sometimes the teachers may not be knowing their students at all. In addition to this, teachers are also members of their family. Their obligations to their family do keep them busy. In view of these, it becomes an uphill task to draw any conclusion from the findings.

Under the circumstances it is possible to conclude that since 68.8 per cent of students observe that their teachers are sympathetic towards them has significance. This need not necessarily be the actual picture. Often students think incurring the displeasure of their teachers is harmful and more so the SC students. The control of teachers over students might have prompted them to give such answers even though the situation could be otherwise.

From the educational facilities available to the students tuitions and coaching are some of the important ones. Extra coaching enables a student to have better understanding in any subject. Teachers in the colleges and schools cannot pay any extra attention to the students. They act as guides and the student is expected to develop nearly all by himself, his educational career based on such guidance. All students cannot have equal capacity in understanding the lessons. For those who are weak in studies coaching acts as a tonic in understanding the lessons more clearly.

Children coming from families in which parents or other members are educated will be relatively in a more advantages position as they can also get guidance at home. Parents who are financially comfortable can engage teachers for giving tuition to their children. But in the present context it is too much to expect the SC students to be provided with such additional advantages. Most of them are from rural areas, added to that their parents are uneducated and financially very poor.

Nearly 67.6 per cent students when asked whether they need coaching or tuition have answered that they do not need.

This indicated that the students are satisfied with their performance. However, about 28.4 per cent replied that though they are in need, they do not go to coaching classes. Only 3.0 per cent are getting coaching or having private tuition. Those who say that they need coaching but still do not go, may be doing so because tuition or coaching involves additional expenditure which the student cannot afford. They come from economically poor family and it is too much to expect such help from their family.

Considering the family and educational background the students in the sample may need coaching but the answers by a large number have been on the negative side. The reaction may be due to the students' pragmatic outlook.

(4) Participation in Extra-curricular activities

Reading and writing are part of educational training and involve mental exercises. After prolonged mental strain human brain requires certain amount of rest. Recreation comes in very handy in all such circumstances in order to put one back to either the same work or any other job. Along with education development of other activities are of equal importance. Therefore, in schools and colleges stress is laid for activities other than reading and writing alone. The term extra curricular activities include physical training like NCC or sports, indoor-outdoor games, student union, cultural activities like drama, dance, music, debates and so forth.

In most of the institutions at least some emphasis is also laid on these activities and students are encouraged to participate in them. The SC college students interest in these activities was also enquired into. After knowing the same it was verified with each strata in the sample, by father's education, their economic status, occupational aspiration, level of politicization and time devoted to study.

As many as 68.9 per cent students have stated that they participate in NCC or sports. NCC being compulsory for boys, (during 1973) upto the second year degree the answers are

of no extraordinary significance. NCC for girls is only optional and rightly 31 girls out of 43 in the sample have stated that they neither participate in sports nor in NCC. All girls excepting one are living with their parents and usually parents do not encourage their daughters joining NCC courses. Though many girls are from urban areas their disposition to such training is not encouraging. Coming to sports activities of girls students, it is clear that many have declared that as they have to work at home and quite a large number of them study for more than four hours a day, they may not be able to find time to spare for sports activities.

TABLE No. 13

Students Participation in extra curricular activities

Sports/NCC

| Distribution | No Participation | Participate | No Response | Total |
|--------------|------------------|-------------|-------------|-------|
| Frequency | 78 | 179 | 3 | 260 |
| Percentage | 30.9 | 68.9 | 1.1 | 100 |
| Boys | 47 | 169 | 1 | 217 |
| Girls | 31 | 10 | 2 | 43 |
| Hostellers | 34 | 127 | 1 | 162 |

Students Union

| | | | | |
|------------|------|------|-----|-----|
| Frequency | 126 | 128 | 6 | 260 |
| Percentage | 48.4 | 49.3 | 2.3 | 100 |
| Boys | 101 | 112 | 4 | 217 |
| Girls | 25 | 16 | 2 | 43 |
| Hostellers | 77 | 82 | 3 | 162 |

Debates and Literary activities

| | | | | |
|------------|------|------|-----|-----|
| Frequency | 136 | 119 | 5 | 260 |
| Percentage | 52.3 | 45.8 | 1.9 | 100 |
| Boys | 109 | 105 | 3 | 217 |
| Girls | 27 | 14 | 2 | 43 |
| Hostellers | 80 | 79 | 3 | 162 |

Regarding participation in students' union activities responses are by and large divided equally. While 49.3 per cent take part in the activities 48.4 per cent do not participate in the students' union. Most of the colleges encourage students union or associations. Many cultural and social programmes are organized by the union. The main intension of encouraging these associations is to help the students to develop leadership qualities and other personality traits. Membership to students' association is compulsory so that no one is excluded from these activities.

The fact that nearly half of students in the sample are participating in the union activities is a healthy sign. But from the point of view of girls, the picture is not quite encouraging. Twenty five out of 43 girls are not participating in the activities which suggests their limitation in the extra curricular activities. Further, such activities consume certain amount of time and individual efforts. As the girls in the study face the disadvantages of time and other sources it may not be possible for them to participate in such activities.

Debates and other literary activities help student to acquire more general knowledge. It encourages them to share their ideas with others and vice versa. This again depends on ones own interest. About 52.3 per cent are not participating in debates and other library activities while 45.8 per cent do participate. Again 27 out of 43 girls are not participating in such activities. A clarification is necessary here. The respondents equated attendance with participation in such activities. In view of this, their participation has to be viewed cautiously.

As many as 90.3 per cent students have nothing more than those discussed already. Those who state as other activities constitute 9.0 per cent and the other activities mostly have stated as drama, dance, music and painting. Girls again top non participation by 38 out of 43.

Respondents' fathers education economic status, occupational aspirations and the time devoted for studies have no correlation with the extra curricular activities of the students.

(5) The Educational and Occupational Aspirations

Education is the means for many achievements in human civilization. But for the development of science and technology the life pattern of man would have been more painful involving lot of human labour. This has become possible only through development and spread of education. Almost all the contemporary societies in the world give preference to the education of their people. At the individual level education brings self satisfaction.

Unlike the limited opportunities in the past, students at present have many fields of specialisation to pursue depending upon their interest. Further, education and occupation have been linked in the modern administrative machinery.

At the higher level of education there is specialisation which enables one to enter a profession of his liking. Hence his desire has been achieved in both education and occupation. Growing technological development has contributed for multiple opportunities in all the fields of specialisation. By nature science and technology are ever expanding.

In addition to these, government now-a-days also shoulder a wide range of tasks. In the past the business of governments was mostly maintenance of law and order and defending the country from external aggression. Governments of to-day are responsible for many welfare activities for their people. This task require large number of people to man various branches of administration. This presupposes a well developed educational system.

When opportunities for educated people in constructive work are on the increase, the need for highly educated tend to encourage people to take higher education automatically. More qualified persons apart from getting jobs in government departments, are also enlisted even by private agencies. Knowledge contributed for greater economic advantage and vice-versa.

Decision with regard to education including the subject in which a child should study are often determined by the parents or elders in the family in Indian society. A child is admitted to the school only when the parents think the need for education. Otherwise many children will remain without education. The scene in rural India is a case in point. Children of school-going-age, coming from poor families, are often forced to take to manual work in fields or work as domestic servants to earn a few rupees.

As already pointed out there is relationship between education and occupation. The SC students in the sample were asked to give their educational aspirations since they had an opportunity to go to colleges which also influence their occupational aspirations.

Nearly 63.9 per cent have stated that they would like to study for Masters' Degree in their respective subjects. Another 13.9 per cent wish to get bachelors degree. While 7.4 per cent are interested in doing M. B. B. S., 6.9 per cent are aspiring to work for Ph. D.. Those who are in any other category are students would like to get law degree.

The reason why large number of students are interested in masters degree may be linked with the fact that the highest degree in the respective subject is masters degree. Another reason may be that the students are provided with scholarship and other concessions in the college and they may be interested in gaining the maximum benefit from this. Once studies are discontinued, the students will have to take up some job and start earning. Chances of re-entering colleges for getting higher qualification become circumscribed. However, for some, it may be paying, as higher the educational qualification, greater the chances of getting into prestigious occupations.

To know the attitude of students, it was asked whether they would like to enter the same occupation of their father. 95.0 per cent stated that they do not like to do the same occupation as their fathers. Only 9 students (3.4%) are

TABLE No. 16
Educational aspiration of college students.

| Distribution | PUC | B.A./ B.Sc/ B.Com. | M.A./ M.S.C./ M.Com. | M.B.B.S. | Ph.D. | B.E./ B.Tech | Any other | No Response Don't know | Total |
|-------------------|-----------|--------------------------|----------------------------|------------|------------|-----------------|------------|---------------------------|------------|
| Frequency | I | 36 | 166 | 19 | 18 | 2 | 15 | 3 | 260 |
| Percentage | .3 | 13.9 | 63.9 | 7.4 | 6.9 | .7 | 5.8 | 1.1 | 100 |
| Boys | 1 | 29 | 134 | 15 | 18 | 2 | 15 | 3 | 217 |
| Girls | — | 7 | 32 | 4 | — | — | — | — | 43 |
| Hostellers | 1 | 16 | 108 | 9 | 14 | 2 | 12 | — | 162 |

agreeable to take up their fathers' occupation. In all such cases it is likely that the occupation of fathers is of superior order or these fathers are in service. If this is true, then no respondent in the sample is in fact interested in pursuing the occupation of his father.

By having access to higher education the students may feel that it is inferior to accept the occupations undertaken by their fathers. As already observed majority of the parents are illiterate and most of them are agricultural labourers. The SC students having been educated do not like to do the same. Further, for many it will not be difficult to get better and alternative jobs since constitutional provisions for reserving certain percentage of posts for these communities are implemented.

Educational aspirations depend upon other factors like encouragement from home, economic condition, parents educational attainments, study habits and so forth. These have been compared in the case of SC college students in the sample. Excepting the level of politicisation the other variables *viz.*, encouragement from homes, study habits, father's education, economic status have not made any impact.

Till recently SC students generally were not found in political activities. Political participation require certain other pre-conditions like sound economic background, leadership and ability to convince people. The return will not always be encouraging. Since many are in the field already with more advantages and time to spare, the students generally withdraw from such activities. The family support and background in a large number of cases will not be conducive for such involvement.

Change in the economic structure bring changes in occupational structure. Throughout the world after the industrial revolution, economic activities of many countries have undergone revolutionary changes, with the result their occupational activities have also got dislocated and changed. In India, the advent of Europeans, particularly Britishers brought the

effects of industrial revolution. After the introduction of English education, Law Courts, changes in the Administrative structure and so-forth, the traditional occupational system in the country has undergone many changes. In addition to English education, improved means of communication enabled the rural people to notice the changes that are taking place in urban centres.

Unlike the past, now, a son of a farmer can also become an executive or a mechanic in a factory or a scientist. Ideally there is no restriction for taking up any job. Criterion other than the education is generally rejected. State intervenes and regulates the criteria and avoids exploitation of certain communities.

India till recently had occupational structure based on heredity. Caste was the main criterion for doing certain type of occupations. This is true even today in the case of some people who belong to the lower strata. SCs being lowest in many parts of the state are exploited by others in the villages by forcing them to do the menial jobs. In such circumstances unfavourable economic conditions of these unfortunate people seems to be the main reason.

Occupational aspirations of the students are concentrated mainly in government service either as soldier, police or officer. Nearly 33.0 per cent have answered in this manner. Among them it is doubtful whether the students accept the job of a policeman in view of their educational aspirations viz., being masters' or bachelors' degree holders as is the case of large number. Another 30.0 per cent wish to have professional work of high order like professors, or vice-chancellors and so forth. These-jobs again come under government service. The 14.0 per cent who prefer the job of teachers, nurses and clerks also come mostly under government control. Only 7.0 per cent preferred to be political or social workers. The reasons are obvious. Since these are not paying, but involve lot of personal efforts, students might have preferred more convenient jobs. However, 15.0 per cent are yet to decide or have no reply for this part of the question.

TABLE No. 17
Occupational aspiration of Students

| Distribution | Professional work (High order) | Teacher/ Gramsevak Clerk/ Typist | Social or Pol. worker | Police/ Soldier/ Govt. Officer | Business or Industry | Driver/ Mechanic | Others | No response | Total |
|--------------|--------------------------------------|---|--------------------------------|---|----------------------------|---------------------|--------|----------------|-------|
| Frequency | 77 | 37 | 18 | 86 | 1 | 1 | 1 | 39 | 260 |
| Percentage | 30.0 | 14.1 | 7.0 | 33.0 | 0.3 | 0.3 | 0.3 | 15.0 | 100 |

The above analysis shows that nearly 76·0 per cent students preferred government jobs. It is a known fact that job opportunities are meagre. Employment market is competitive. Due to corruption, nepotism and favouritism in the bureaucracy, jobs are not available to really deserving in the society. Only those who have access to all these avenues succeed in securing jobs. Those who do not have influence or money cannot aspire to enter various contests. This is the picture one can get wherever there is provision for employment.

Under such circumstances, doubts arise how can the SC students prefer government service. Because of the constitutional provisions for reservation of jobs for these communities, it is but natural to think in terms of aspiring to be employed with the help of such provisions. The respondents being financially unsound politically not strong or favoured, cannot aspire either to influence or purchase jobs in the open market. Further, if they should compete with the general population, the latter being in a better position, will take definite advantage of the situation.

The students (90·7%) give first preference to government jobs. As regards semi-government service their preference is second with 56·1 per cent followed by 22·6 per cent stating it as first preference. Nearly 46·5 per cent have preferred private service as third preference. Self employment is considered as the last choice (fourth) by 57·6 per cent while those who preferred this as first choice account for 22·3 per cent in the sample.

It was pointed out above the plausible reasons that prompts the students to give first preference to government jobs. Frequency between government service and self-employment decreased in the order of preference.

The explanation has been confirmed when 87·3 per cent have stated that they are aware of the reservation facility in government service. Only 12·3 per cent are not aware of this provision. However, 39·6 per cent do not know any of their

friends or relatives holding these reserved posts. Those who have their friends in such posts account for 27.3 per cent in the sample and another 19.2 per cent have close relatives who secured jobs on reservation basis.

Occupational aspiration has been verified with encouragement from home, economic status of the respondent, father's educational attainments, authority of elders, level of politicisation exposure to mass media and participation in college activities.

The behaviour of students in regard to encouragement from home, their economic status have no relationship as such with their occupational aspirations. In the same way their exposure to mass media and participation in extra curricular activities have little relevance with this variable.

The fact that large number of fathers of students under reference are illiterate their influence on the occupational aspirations of their children is nil. All aspire for employment of high order, viz., soldier, police and government officer followed by administrative work like Vice-Chancellor, Chancellor. As many as 80.0 Per cent students whose father's are college educated prefer professional work of high order. The lone student who wanted to do business or set up an industry has a father with a professional degree M.B.B.S., or B.E. Another student who would like to work as Driver or Mechanic has his father with primary education. This suggests that those whose fathers are illiterates are also those who aspire to have higher occupations. As regards those whose parents are educated, the aspiration are but natural *i.e.*, hoping to have higher jobs.

Inprotant decisions are usually taken even today by the elders of the family. As many as 46.0 per cent have stated that they have themselves decided about their future. This shows the relative independence and freedom of the students. The influence of parents are however, greater in the case of those who would like to become teachers, nurses and clerks (51.0 per cent). Those who wish to be social or political

workers (61.0 per cent) have decided on their own. The same is true for those who would like to be soldiers, police and government officers. The only student who would like to be in business and industry seems to have decided for himself.

Generally the value system in the society is against political participation by the students. The SC college students are no exception to this pattern. In spite of all the sermons against students participation in active politics, students continue to take part and are often exploited by the political parties to their own gain.

(6) Encouragement and Discouragement from the Home

Socialization process is very important in the life of a child. The development of personality to a large extent, depends on this process. Education is one of the agents of socialization and requires certain amount of encouragement both at home and in school. Among many ills in the society, illiteracy is a formidable one. All the students in the Indian context have to depend on the family for finances, as elders are in control of the family budget. The inheritance law that operates in the country is favourable to this. Opportunities for earning while learning are rare and very limited.

In addition to the financial backing, moral encouragement is a must since the opportunities for higher education are not easily available. Among scheduled castes the percentage who are having college education is less than 1.0 per cent to their district population.

Keeping this view in mind, the students were asked to give the name and relationships of those who encourage them most in their education. Nearly 69.0 per cent have stated that their parents encourage most. Another 12.6 per cent are encouraged by their brothers and sisters. The percentage with regard to encouragement given by respondents uncle is 8.4.

This implies that the students are mostly encouraged by their family. It is still the family that is responsible to bring

up children and educate them. This is confirmed by the data available with regard to the SC college students in the sample. Brothers and sisters encouragement is perhaps natural. With or without parents the elder brothers and sisters often are in strategic position to manage the family and direct all others. In case they are earning members of the family their opinion in the family counts a lot.

The relationship of uncle-nephew-niece are of two kinds ; one is on the mother's side, the other on the father's side. There are 8.4 per cent students who are encouraged by their mother's brothers and only two have said that their paternal uncle encouraged them. The role of the mother's brother is considered very important. The practice of cross-cousin marriages further strengthens uncle, nephew-niece relationship even as it strengthens the brother-sister relationships. The children of brother-sister by a system of marriage make the relationship more enduring.

As already pointed out, in many families the choice of the spouses and decision making are vested largely with the elders. A favourable response from the students with regard to this is an expected one. They are not free from family ties and therefore they usually do not go against the wishes of their parents and near relatives.

In a community where large number of people are illiterate education of children is not encouraged readily. In a joint family problems multiply. All sorts of jealousy, competition may operate when there is no understanding thus hampering education. This is not only in the sphere of education but in all aspects of life.

In addition to the difficult economic conditions and social discrimination the scheduled castes are facing jealousy and hatred from other caste Hindu population. Constitutional guarantees to SCs have been taken as a positive discrimination against the non SC communities. Instead of encouraging the traditional down-trodden to come up in economic and social

levels they have been subjected to further hardships. Caste Hindus no longer look to SCs with sympathy and understanding.

Further, the Scheduled Castes are faced with internal problems, where the members of various sub-castes among them are not treating their own community people on par with one another. There is hierarchy among them. Those who have been able to avail benefits and come up by improving their economic conditions are monopolizing, if not discouraging other scheduled castes to have the benefits. This attitude may be due to the fact that if other SCs get education and come up, they may become competitors to the advanced groups.

Internal problems, division, disunity and competition in addition to the general disability check the advance of SCs. The students have to face all these hurdles before getting into the final stage. But unlike others who are generally supported by a network of relatives at the time of distress, the SCs have no such advantages or links.

The encouragement, other than the one from home, comes from government. All the SC students are given scholarships throughout their education. This acts as an incentive and gives them an opportunity to achieve some economic advantage. Reservation of jobs in government and public sectors are given to the qualified among the SCs. This is a source of comfort to educated and those who are receiving education.

Another encouragement from the government is by way of hostel facilities. For those who cannot afford to maintain their children at places other than their own village or towns hostel facilities is a boon. This has enabled many to become at least spatially mobile first for purposes of studies. This helps to enlarge their contacts and thus widens the horizons of knowledge, which might be actually decisive for an SC boy or girl.

CHAPTER IV

SOCIAL LIFE AND OUTLOOK OF THE STUDENTS

1. Exposure to Mass Media

Social life in India has to be analysed with reference to the social structure. The society is divided into castes and sub-castes. While stratification is based on economic factors of class phenomena in the western society, the peculiar situation in the country here is that stratification is based on one's birth. Social Life and interaction among the people are conditioned by caste membership. Caste plays a major role in the life pattern of people. Intensity of caste consciousness in rural areas is more than in the urban centres.

Inspite of increased communication and impact of modern civilisation village India still clings to the same old cultural patterns. Changes introduced by different agencies have not produced desired results. While economic activities of the people in some places of rural areas have undergone revolutionary changes, social life has remained nearly the same. In most of the villages economically dominant castes are controlling the people. Mere number has no relation to the dominance in case they are not economically powerful and also belong to some upper or middle range castes.

Introduction of Panchayati raj has helped mostly those who are economically dominant, since they are in the know how of things and derive several benefits from such institutions. The socially discriminated in addition to their economic dependence on the dominant groups have been politically subjugated since the institution of panchayatiraj provides for polarization of power. The people who are in office have vested interest and afraid of the consequences if all programmes are implemented properly. Therefore, majority of Scheduled Castes remain socially neglected. Their condition in general have not improved of 30 years of planning.

The problem of untouchability still persists in most part of the rural areas. Untouchability is abolished only constitutionally. Bulk of the SCs face this stigma even in towns and cities.

Sometimes it is argued and ignorance is advanced as the main reason why the Scheduled Castes are exploited. To certain extent education can become a mechanism through which some of the social stigma can be got rid of. Education is also imparted through the various instruments of mass media. Secular ideas are given preference over all narrow outlooks in such programmes.

Being in colleges, the SC students have opportunities to be exposed to the various means of mass media. To this extent the students are in a better position than their parents who are mostly illiterate to less educated and living in rural parts of the country where the communication channels are limited and restricted.

The important means of mass media like cinema, news paper and radio have been referred to in the study and students are asked whether they are in the habit of seeing cinemas, reading news papers and listen to radio.

Only eight students out of 260 (3.0%) have stated that they do not see any cinema. About 27.7 per cent visit cinema once in a fortnight while 44.7 per cent go to movies once in a month. The percentage of students who go to cinemas once in two or three months is 16.6 per cent while 7.7 per cent see once in five or six months.

TABLE No. 18
SC Students cinema habits

| Distribution | Once in fortnight or more | Once in a month | Once in 2 or 3 months | Once in 5 or 6 months | Don't see | Total |
|--------------|---------------------------------|-----------------------|-----------------------------|-----------------------------|--------------|-------|
| Frequency | 72 | 116 | 43 | 20 | 9 | 260 |
| Percentage | 27.7 | 44.7 | 16.6 | 7.7 | 3.3 | 100 |
| Boys | 68 | 107 | 28 | 7 | 7 | 217 |
| Girls | 4 | 9 | 15 | 13 | 2 | 43 |
| Hostellers | 49 | 80 | 22 | 5 | 65 | 162 |

The above figures show that the SC college students by and large are frequent movie goers and therefore are aware of the changes through this medium. Since it does not require any formal education people who did not have formal education can also get certain information by seeing cinemas.

Excepting certain documentaries produced by the government sponsored institutions majority of the commercial cinemas do not carry elements of social change in the desired way. To that extent progress is not achieved.

News papers are less expensive but presuppose certain amount of formal education. People who cannot read and understand the language used in the news papers cannot follow them. While cinemas are restricted to certain areas of information, news papers can extend to national and international levels. In addition large areas of knowledge are covered through this media. People can satisfy their interests by going through the various types of information available in news papers.

As many as 81.6 per cent of the students in the study have stated that they read news papers daily followed by 15.1 percent who read them occasionally. While 7 students very rarely read, two students never read news papers at all.

TABLE No. 19
News paper reading habit of students

| Distribution | Read daily | Occasionally | Very rarely | Don't read | Total |
|--------------|------------|--------------|-------------|------------|-------|
| Frequency | 212 | 39 | 7 | 2 | 260 |
| Percentage | 81.6 | 15.1 | 2.6 | .7 | 100 |
| Boys | 189 | 25 | 1 | 2 | 217 |
| Girls | 23 | 14 | 6 | — | 43 |
| Hostellers | 142 | 20 | — | — | 162 |

Further the number of news papers the students read have been ascertained. Some 21.9 per cent read only one and 32.6 per cent read two. Those who read three news papers

constitute 39.2 per cent in the sample. There are five students who read five news papers daily.

Among those who read news papers further enquiries are made about the language of the news papers they read. Large number of students (53.5 per cent) have stated that they read regional and English language papers. However, 17.6 per cent read only Regional language papers while 10.3 per cent go through only English dailies. There are 15.0 per cent students who read news papers of regional language other than Hindi and English.

TABLE No. 20

Different language news papers read by students

| Distribution | Regional | English | Regional & English |
|--------------|----------|---------|--------------------------|
| 1 | 2 | 3 | 4 |
| Frequency | 46 | 27 | 139 |
| Percentage | 17.6 | 10.3 | 53.5 |

| Regional other than Hindi & English | No response | Not applicable | Total | |
|--|----------------|-------------------|-------|-----|
| 5 | 6 | 7 | 8 | |
| Frequency | 39 | 4 | 5 | 260 |
| Percentage | 15.0 | 1.7 | 1.9 | 100 |

It may be noted that Karnataka, while the state reorganisation was effected in 1956, got areas from Tamilnadu, Andhra Pradesh, Maharashtra. Therefore it is possible to have certain sections of the population belonging to the other linguistic groups who are included in the state. The point that only one student read Hindi news papers is rather strange inspite of incentives awarded to those who are learning Hindi and attain proficiency in the language.

Yet another mass media is the Radio. The development of electronic industry has enabled many to have cheap wireless

sets and transmitters. Unlike the other two media discussed earlier this needs initial investment. But once they are acquired they continue to serve for long. Without being disturbed the listeners can have the information at their home. Cinema and news papers are not matching this new media which supplies the latest development throughout the world without any extra cost within a moments time.

The programmes can cater to many people at a time and or many subjects simultaneously. With planned programmes this media can revolutionise the entire system of education. By their very nature they are more effective. Again radio does not require any formal education a screen or projector.

Among the students in the sample 25.0 per cent are regular listeners followed by another 43.4 per cent listening occasionally. There are 26.6 per cent who listen rarely while 13 students have stated that they never heard a radio.

TABLE No. 21
Radio listening habits of students

| Distribution | Regularly | Occasionally | Rarely | Never | Total |
|--------------|-----------|--------------|--------|-------|-------|
| Frequency | 65 | 113 | 69 | 13 | 260 |
| Percentage | 25.0 | 43.4 | 26.6 | 5.0 | 100 |
| Boys | 49 | 95 | 64 | 9 | 217 |
| Girls | 16 | 18 | 5 | 4 | 43 |
| Hostellers | 36 | 69 | 52 | 5 | 162 |

A Point needs to be clarified in this connection. Here listening to radio will not solve the problem of investigation. It is presumed that those who listen to radio are exposed to the programmes covering the educational part of it. But this need not be true. To infer that all those who listen to radio are exposed to mass media may be literally alright, but erroneous in the present context.

The students are exposed to mass media in toto. This has greater effects on their social and educational life. It may also

change their outlook to a certain extent. Unlike their elders the SC students are better placed. They can acquire new thoughts and remodel their values in line with the changing times.

To find the relationship between the mass media and strata, fathers' education and the economic conditions of the respondents, the two variables are cross verified. But no significant relationship co-exists among them since the distribution of students by and large is uniform in all the categories. While a large unnumber of parents are illiterate a still larger number of students are in financially difficult position.

2. Politicization

Democratic type of constitution permits for many political thoughts. Political awareness on the part of citizens is necessary for a responsive and responsible government. The country is represented by a democratic type of government where the entire power structure has been divided among three organs *i.e.*, Legislature - Judiciary - Executive with well defined objectives.

Political parties are the sources of power since they send the representatives who are responsible to formulate guidelines in governing the people. Representatives are those who are elected by the people and are responsible to their electorates. But in practice this need not be true.

The process of election and the connected areas involve lot of people including the local leaders. Added to the political leadership, knowledge of political activities will have certain influence on social life of people. Students having access to leadership during their college career are better placed to engage themselves in political activities after their education or during their educational career.

Political awareness brings more facilities to the people since political parties and leaders can influence the policy makers and planners. Leaders are looked upon as those who are expected to get benefits to the respective constituencies from which they get elected and therefore represent the public.

It is also believed that minority communities for most of the time act unitedly or are exploited by the political parties. In democratic system the politics of pressure act as a deciding factor during the time of elections.

Scheduled castes are a significant minority in the state. Their support to any political party is vital and can influence election results. To know the level of politicisation of the SC college students, their political aspirations if any and overall effects of these on their social conditions, a question on politicisation was incorporated in the questionnaire.

TABLE No. 22
Students Participation in political party

| Distribution | No Partici- pation | Partici- pated | No Response | Total |
|--------------------|--------------------------|-------------------|----------------|-------|
| Meetings | | | | |
| Frequency | 156 | 102 | 2 | 260 |
| Percentage | 60.0 | 39.3 | .7 | 100 |
| Processions | | | | |
| Frequency | 172 | 83 | 5 | 260 |
| Percentage | 66.2 | 31.9 | 1.9 | 100 |

As many as 60.0 per cent of students have not participated in meetings of any political parties. Another 66.2 per cent have not taken part in processions organised by the political parties. Those who have taken part in meetings and processions (39.3% and 31.9% respectively) might have done so as a routine without particular interest. Mere witnessing of such events will not involve them in the activities. It is true some of them join processions and attend meetings without understanding the real issues behind such activities.

Hectic activity during elections covers a period of few weeks to a month or so. Due to serious drawback both from the point of view of candidates who are contesting in the

elections and people as voters, elections are considered more as a 'tamasha'. Only some political parties have a nationwide network of organisations. Others are just regional and often shortlived ones without any worthy guidelines of their party. Canvassing and busy electioneering, while they last are no longer spectacular. People also take it as a casual thing and not serious as to who should represent them in what way. Many a time voting is considered as a burden to be got rid of as quickly as possible. In addition to this attitude of people, candidates bring cross pressures which results in many cases of withdrawal from the elections.

As many as 86.9 per cent students have stated that they have not worked for any political party. Among those who participated 4.6 per cent have distributed slips and pamphlets with another 6.1 per cent having canvassed. Five students shouted slogans.

When asked whether the respondents are active workers, supporters or sympathisers of any political party 74.7 per cent said that they are not members. Some 14.3 per cent are members or sympathisers/supporters of Congress (N) followed by 4.3 per cent for Republican party. About 3.1 per cent are supporters or members of Congress (O). Another 6 students are in favour of Communist parties.

Generally students are not expected to involve themselves in political activities. Many leaders occupying high offices repeatedly endorse this view. The students in the sample are not greatly politicised. But those who are involved are mostly supporters of congress (N). The division or split in the monolithic structure of the Congress party might have prompted some of the students to support the new party. Their next choice is Republican Party which mostly supports the cause of SC/STs. But the distribution of such supporters is limited to a particular district viz., Kolar where the party has some stronghold. The only other party with limited support of the students is Congress (O).

TABLE No. 23

Political party membership/sympathiser

| Distribution | Congress (O) | Congress (N) | Communist | Socialist | Republican | Swatantra | Any other | Not member | Total |
|-------------------------|-----------------|-----------------|-----------|-----------|------------|-----------|-----------|---------------|-------|
| College Students | | | | | | | | | |
| Frequency | 8 | 37 | 6 | 1 | 11 | 1 | 2 | 194 | 260 |
| Percentage | 3.1 | 14.3 | 2.3 | .3 | 4.3 | .3 | .7 | 74.7 | 100 |

99

| Distribution | Congress (O) | Congress (N) | Communist | Republican | Any other | Not member | Total |
|-----------------------|-----------------|--------------|-----------|------------|-----------|------------|-------|
| Family members | | | | | | | |
| Frequency | 7 | 36 | 2 | 9 | 1 | 203 | 260 |
| Percentage | 2.7 | 13.9 | .7 | 3.5 | .3 | 78.9 | 100 |

Party classification as in 1973

The above analysis highlights the poor political awakening among the SCs. If the educated among them is not showing any involvement in such institutions, conditions of the rural masses are best left to be imagined. In addition to the economic and social disabilities the SCs are politically exploited.

The political affiliation of the family members show more or less the same trend. About 78.9 per cent family members are neither supporters nor members for any political party. Only 13.9 per cent are supporters of Congress (N) and 9 are either members or sympathisers of Republican Party. Those who support Congress (O) account for 2.7 per cent in the sample. This clearly indicates that the students who are party workers are invariably having someone or other members of such party. Then it follows that wherever the family is politically conscious the students are also politically active.

Since politicisation depended upon factors like the educational attainments of the father, respondents economic status, his exposure to mass media, educational and occupational aspirations and participation in college activities, these aspects have been verified with their level of politicisation. But most of them seem to have no correlation with this variable. As the aspect remained a family influence, students tend to support only those parties whom their family members supported.

3. Their Ideals and the People They Admire.

Only human beings are involved in a long and continuous process of socialisation during the childhood. It is but natural that certain ideals and individuals influence more than others in one's life. This is applicable to all perhaps without exception. For a child the immediate person would be mother, father and the family members. As the child grows the interaction process extends. After certain stage an individual will be playing many roles in the society in which he lives.

In the process individual will develop certain ideals and have some one as his model. The areas of influence may be different for different persons. For some it may be national

leadership, for others it may be historical, political, men of letters, religious leaders and so forth.

To ascertain the ideals and the ideal persons the students admire they were asked to name three persons whom they consider as their ideal. Further the names thus given are classified into various categories.

About 36.9 per cent students have given their ideal person as national leaders and nearly 31.9 per cent have tribal or SC leaders as their ideal. While 12.4 per cent have either no person as ideal or there is no response to the question 6.2 per cent have stated the names of historical figures. Those who have given the names of scientists or men of letters constitute 5.4 per cent with only 2.3 per cent referring to religious leaders.

While referring to the second person 46.6 per cent have given the names of national leaders followed by 13.8 per cent tribal or SC leaders. Those who have no response or no model constitute 16.2 per cent and the figures for historical personnel comes to 9.7 per cent. Scientists or men of letters are 8.1 per cent in the sample while the religious leaders are cited by only 4 students (1.5%).

As regards the third choice 51.2 per cent have national leaders. The rest are divided in various other columns without any significant change over the first and second person.

The students have emphasised the national and SC leadership. While the percentage increases in the case of second and third person the figures diminishes in the case of SC leaders.

As to the increase in the percentage of 'no-response' or 'no second or third ideal person' is perhaps due to the fact that students are not having more than one or two persons as an ideal person.

The number for historical figures as model in all the three choices remained more or less same. In the same way those

TABLE No. 24

Persons whom the students consider as ideal

| Distribution | Historical figures | National leaders | Scientists or men of letters | Local leaders | Tribal or SC leaders | Religious leaders | Govt. servants | No one | Total |
|-------------------|--------------------|------------------|------------------------------|---------------|----------------------|-------------------|----------------|--------|-------|
| I Person | | | | | | | | | |
| Frequency | 16 | 96 | 14 | 2 | 83 | 6 | 11 | 32 | 260 |
| Percentage | 6.2 | 36.9 | 5.4 | .7 | 31.9 | 2.3 | 4.2 | 12.4 | 100 |
| II Person | | | | | | | | | |
| Frequency | 25 | 121 | 21 | 4 | 36 | 4 | 7 | 42 | 260 |
| Percentage | 9.7 | 46.6 | 8.1 | 1.5 | 13.8 | 1.5 | 2.6 | 16.2 | 100 |
| III Person | | | | | | | | | |
| Frequency | 21 | 133 | 22 | 5 | 19 | 6 | 6 | 48 | 260 |
| Percentage | 8.1 | 51.2 | 8.4 | 1.9 | 7.3 | 2.3 | 2.3 | 18.5 | 100 |

who referred to the names of either scientists or men of letters stayed at less than 8.0 per cent in all the three categories.

Local leadership and religious leaders remained less significant and their percentage is less than 2.0 per cent in the sample.

The students are exposed to the literature available on national leadership during the time of country's independence movements. Right from their school days they have been reading or hearing about such personalities. It is possible that this experience enabled them to give the names of national leaders. Coming to the SC leadership, the fact that the students also belong to the community in many cases helps them to know the persons who have worked for the upliftment of the community. Therefore, the choice is rather automatic in some of the cases. When the students are able to mention national leaders the question of identifying caste leaders need not pose a big problem.

Local leadership was rather insignificant among SCs till recently unless it was confined to caste alone. There has been social and economic subjugation of these people in most parts of the state. Leaders whose names are known to the entire SC population are very limited. Even among political leaders many are not remembered. As the people are not politically conscious, political leadership is not readily recognised by them.

Religion has no meaning for them as they are socially deprived of any status in society. This is traditionally associated with religious discrimination especially in Hinduism. The students do not approve of the present type of degradation and therefore they do not give preference to such leadership excepting here and there. One or two students have mentioned the names of Ramakrishna Paramahansa and Swami Vivekananda. They might have read about them in class room lessons, or heard of Ramakrishna Missions. But for this, no student has any idea of religious leadership, including their own religion, if any.

4. Outlook on Marriage. Authority of Parents

Traditional family structure is being continued even now in the rural society. Whenever, changes have occurred the cases are mostly involved in spatial mobility or due to individual's education, and consequent economic opportunities for betterment. Changes have and are occurring only marginally so that a large number still retain the collective or joint nature of the family.

Parental control of the children in most of the families is still strong. Educational attainment have no special significance here. Since children are dependent on parents for all things including marriage and education, they cannot simply ignore parental authority. Both parents and children, have mutual duties and obligations.

While this is true of the general population SCs are no exception. The general pattern found in society at large is found among SCs as well.

To know the extent of control and authority of parents, the students were asked about the outlook on their marriage. It may be noted here that marriages in this society are by and large arranged by the parents and other elders in the family. The spouse is usually selected by elders. The boy or girl are seldom consulted or consulted formally only after the elders decision and approval. However, there are some instances where the marriages are taking place outside the framework, But the number of such instances are still negligible.

The students were also asked with regard to their decision about their future career. About 46.1 per cent remarked that they have decided themselves. However, 35.3 per cent decided as suggested by their father while 8.8 per cent have not decided yet. Those decided according to their teachers suggestions account 5.3 per cent in the sample. Only 3.8 per cent are influenced by their relatives.

Regarding the outlook on the marriage 48.9 per cent of the students consider the economic status of the other party as

unimportant. Nevertheless, 29.7 per cent view it as important with 18.5 per cent as very important. It is but natural to aspire for some economic security when one is poor. Therefore, those who have considered economic aspects as very important are justified in doing so.

The social status of the person is very important for 45.8 per cent and important in the case of 33.1 per cent. Only 17.4 per cent view as unimportant when asked about the social status of the other party. While economic levels are not considered as very important, social status has been given more emphasis by the students. This indicates the value one attaches to the social life of persons in the society.

The unfavourable conditions due to the practice of caste discrimination in the society has made SC students as communal minded as any other. The students are more caste conscious. Only 33.9 per cent consider caste as unimportant. There are 38.5 per cent who have mentioned caste as very important and another 25.8 per cent as important. They are thus more favourable to caste, possibly because of constitutional benefits. The arranged marriages promote and help the persistence of caste. Effective social interaction is among members of the same caste group, hence the caste conscience even among SCs.

Educational attainments of the boy or girl is very important in the case of 43.1 per cent students. For another 43.1 per cent it is important. Only 10.8 per cent have stated this as unimportant. From this it could be inferred that the students are not in favour of marrying those who are not educated. When large number of people are not educated, the trend is that those who are educated will tend to avoid contracting any kind of relationship with those who are uneducated. This has and is likely to create a gulf and arrest the development among the SCs.

The physical aspect of looks of the boy and girl has been rated as very important by 35.8 per cent followed by 50.8 per cent considering the same as important. Only 10.4 per cent

viewed it as unimportant. Again the aspirations of the students in the sample is only superficial since the views on looks differs from person to person.

As many as 72.4 per cent have mentioned on the ability of the girl at house keeping and the nature of job the boy holds as very important with another 22.7 per cent mentioning them as important. Only 5 students (1.9 per cent) have considered it as unimportant. This gives an idea that the students are not prepared to take risk in the case of their life partners.

Students who consider the ability of the girls to get along with their parents and the income of the boy as very important constitute 76.6 per cent followed by 17.7 per cent as important. Only 2.3 per cent refer to this criterion as unimportant.

TABLE No. 25

College students outlook on their marriage regarding the other party's

| Distribution | Very important | Important | Unimportant | No response | Not applicable | Total |
|------------------------|----------------|-----------|-------------|-------------|----------------|-------|
| Economic status | | | | | | |
| Frequency | 48 | 77 | 127 | 5 | 3 | 260 |
| Percentage | 18.5 | 29.7 | 48.9 | 1.8 | 1.1 | 100 |
| Social status | | | | | | |
| Frequency | 119 | 86 | 45 | 7 | 3 | 260 |
| Percentage | 45.8 | 33.1 | 17.4 | 2.6 | 1.1 | 100 |
| Caste | | | | | | |
| Frequency | 100 | 67 | 88 | 2 | 3 | 260 |
| Percentage | 38.5 | 25.8 | 33.9 | .7 | 1.1 | 100 |
| Education | | | | | | |
| Frequency | 112 | 112 | 28 | 5 | 3 | 260 |
| Percentage | 43.1 | 43.1 | 10.8 | 1.9 | 1.1 | 100 |
| Looks | | | | | | |
| Frequency | 93 | 132 | 27 | 5 | 3 | 260 |
| Percentage | 35.8 | 50.8 | 10.4 | 1.9 | 1.1 | 100 |

| Distribution | Very imp- ortant | Impor- tant | Unimp- ortant | No response | Not app- licable | Total |
|--|------------------------|----------------|------------------|----------------|------------------------|-------|
| Girl's House keeping ability/job of the boy | | | | | | |
| Frequency | 188 | 59 | 5 | 5 | 3 | 260 |
| Percentage | 72.4 | 22.7 | 1.9 | 1.9 | 1.1 | 100 |
| Girl's ability to adjust/boys income | | | | | | |
| Frequency | 199 | 46 | 6 | 6 | 3 | 260 |
| Percentage | 76.6 | 17.7 | 2.3 | 2.3 | 1.1 | 100 |

While considering their marriage against the wishes of their parents 40.7 per cent have said that they will not go against the wishes of their parents. Those who 'cannot say' account for 25.3 per cent while 30.0 per cent are prepared to marry against the wishes of their parents if the other party is good.

From the above it is clear that the students are not free from the influence of their parents. Inspite of the fact that large number of students have mentioned that they have decided themselves about their future career, it is also a fact that nearly 35.0 per cent depend on their father's suggestion. In this regard the higher educational attainments by their children might have influenced the parents to leave the decision to the children themselves. But while deciding the social aspect, the parents do have nearly total control in the matter.

The very fact that the students like their partners to adjust to their parents and do not wish to go against the wishes of parents indicate the place parents are given and control exercised on the children. Another interesting point is that inspite of college education the respondents stressed that the spouse should come from the same caste as oneself. Traditional values and practices die-hard.

The question of parental control must be considered in relation to the economic dependence of the students. Most of the students have to depend on their parents in many ways besides getting the scholarship amount. The law of

inheritance gives abundant powers to the eldest member or parents in the family so that the dependent ones have to adjust to elders. These reasons make the students to depend on their parents most of the time, as also the social obligation that children should not go against the wishes of their parents in the family.

5. Friendship Integration and Isolation

Human beings feel comfortable in the midst of healthy interactional process. The development of one's personality largely depends on the circumstances in which he or she is placed. Apart from the economic factors social conditions play a dominant role in society. Scheduled Castes in the country are socially excluded from majority community in almost all places. Practice of untouchability is still a curse to this society.

In spite of increase in the number of educated persons the problems have not ceased. Caste feeling is rampant in Indian society with the result many developmental programmes are self defeating.

Segregation of SC students from other caste Hindu students has been practiced till recently. There are instances even now wherein SC boys are asked to sit separately in schools. In some schools—where the school is housed in a temple—students of this particular community are not allowed inside the temple even though school is secular. The very fact separate schools are being run by the government for SCs presupposes and shows the magnitude of the problem.

While segregation by the government is bad, the other way out is not conducive since the students from these unfortunate communities will never be educated in case separate schools are not opened for them.

The students were asked whether their low caste status adversely affects the behaviour of other students in the class. About 45.0 per cent students have stated that it will not affect the behaviour of their classmates. However, 19.2 per cent say

It does affect to a large extent with 35.7 per cent students referring as to some extent.

As many as 59.5 per cent of the respondents say that their caste is known to most of their classmates. Another 29.6 per cent students say the fact that they belong to SC community is known atleast to some of them in their class. While 5.0 per cent could not say anything, 5.7 per cent doubt that other students know their caste.

Analysis indicate that the SC students are facing the problem of segregation inspite of them being college students. From this it is clear the caste feelings cannot be eradicated by getting educated.

In the life of an young man, next to family comes the peer group. The individual is exposed to society in many ways. Friends occupy an important position. Sometimes friendship is valued more than any other kinship relation.

The friendship circle of the SC students in the sample indicates that large number of them have friends outside their caste *i.e.*, outside SC community. While it is true that significant number also have friends within their caste and from other SC communities there are students who have no friends.

TABLE No. 26
Friendship particulars of students

| Distribution | Own caste | Other SC | Other than SC | No friend | Don't know caste of friend | No response | Total |
|-------------------|-----------|----------|---------------|-----------|----------------------------|-------------|-------|
| Friend I | | | | | | | |
| Frequency | 102 | 37 | 114 | 2 | 1 | 4 | 260 |
| Percentage | 39.3 | 14.3 | 43.9 | .7 | .3 | 1.5 | 100 |
| Friend II | | | | | | | |
| Frequency | 94 | 43 | 115 | 4 | — | 4 | 260 |
| Percentage | 36.1 | 16.6 | 44.3 | 1.5 | — | 1.5 | 100 |
| Friend III | | | | | | | |
| Frequency | 101 | 44 | 106 | 4 | 1 | 4 | 260 |
| Percentage | 38.9 | 17.0 | 40.8 | 1.5 | .3 | 1.5 | 100 |

The conception of friendship has not been clear to them. Each may be having his own assessment of friendship. However, the first name given by them consisted 43.9 per cent as not belonging to SC community. About 39.3 per cent in the same category have their caste students as friends while 14.3 per cent belong to other SC communities.

Even in the case of second friend 44.3 per cent are non SCs. While 36.1 per cent are from their own caste, 16.6 per cent belong to another SC caste.

Regarding the third name also, 40.8 per cent are non SCs. Those who have friends from their own community here account for 38.9 per cent and 17.0 per cent have their friends from another SC caste.

As pointed out earlier friendship starts from peer group. The students have nearly 50.0 per cent friends from their own community. It is clear that caste influences the friendship circle in this case. Probably the students in many cases are forced to make friends in their own community. These communities are segregated from times immemorial by other caste Hindu people, hence the trend to congregate among themselves.

Those who have friends outside the SC community account for about 42.0 per cent. This is a good sign in the wake of changes introduced. The impact of modern education may be helpful to a certain extent in this regard. But the control of caste over the individual especially among lower castes has not weakened yet. While the caste conscious is changing in urban society, it still dominates in rural India. It is true that urban society is relatively open, rural community is still traditional and very slow in adopting the secular ideas.

6. Experience of Discrimination.

Due to the social and economic handicaps and disadvantages the scheduled castes all over the country and in Karnataka are treated with contempt by the people in general. There are instances about the atrocities against these communities in many

TABLE No. 27
Experience of discrimination

| Distribution | Not illtreated | Illtreated | No response | Total |
|--------------|----------------|------------|-------------|-------|
| Frequency | 152 | 107 | 1 | 260 |
| Percentage | 58.5 | 41.2 | .3 | 100 |
| Boys | 119 | 97 | 1 | 217 |
| Girls | 33 | 10 | — | 43 |
| Hostellers | 84 | 77 | 1 | 162 |

parts of the country. Discrimination tends to make any one become either dejected or sometimes unnecessarily aggressive. If the discrimination is continued the condition of such discriminated will deteriorate.

When asked to give their experience regarding illtreatment either to themselves or the members of their family just because they belong to SC community, 58.5 per cent have stated that they have not been treated in this manner. However, 41.2 per cent have said that they were and are illtreated for this reason by others.

Some of the specific instances are illustrated including the students reaction to this question.

For some students when they went to temples they were not allowed inside, and thus they were insulted. In some cases barbers are not serving the SCs. In case they enter some barber shop they are abused and beaten.

The situation in cities for those who are seeking rooms or houses for renting is critical. After knowing the caste names landlords generally withdraw the offer and pass remarks which will hurt the feelings of SCs. Often SC students renting rooms are forced to give wrong caste names or seek rooms in SC localities.

One of the students has mentioned that there is no need to remember the incidents of illtreatment. The principal of the college in which the student is studying and the hostel warden are enough to damage the spirit of SCs. According to the student they talk ill of SC community and are not giving any respect to the SC students merely because they are from that caste.

Another informant has stated his father was illtreated because of his caste by caste Hindus, but has not elaborated the nature of such illtreatment.

Two students have mentioned that while doing their primary school they were in a Veerarashaiva Mutt and were asked to sit

outside the room to take food. This, according to them was the cause for other students to look them down. Discrimination only for the reason of their caste status is a worst experience.

In villages the Scheduled Castes are entrusted with menial jobs by other caste people just because they belong to SC observes another student.

Five students have stated that they and their relatives were illtreated in a marriage function by the caste Hindus.

A student writes that his brother was illtreated when he had been to an interview by asking him irrelevant questions by the interviewers. Another student say that when he and his mother went to a party on invitation were asked to come later for the reason that they belong to SC. There are six students who have given that their classmates condemn them often by referring to their caste which is a mental torture for them.

A student has given the instance wherein his sister, a Staff Nurse, when appointed was protested by the people of the area since she is an SC. People in turn demanded for a caste Hindu nurse in place of his sister.

It was the experience of another 6 students that when they went to a hotel, the owner insulted and served tea in separate cups.

One student has narrated the incident of his brother's marriage procession, objected to by the other caste Hindus in the village and the consequent incidents in the village.

A respondent referred to the principal of his college who was not in favour of getting his scholarship. It was the experience of another student with a caste Hindu woman who illtreated him while taking water from a public well.

One of the respondents stated that when an SC college student was selected as captain he could not get the co-operation from others in the team and was ridiculed by them.

In the case of another student when he went to his friend's house, the brother of his friend insulted him by asking him not to enter the house of a Brahmin.

Most of the instances given show the social discrimination and segregation the SCs are experiencing. In spite of legal abolition of untouchability, many incidents centre round this. Caste play a leading role in the illtreatment of SCs by others. Education so far has provided no solution since many educated are not free from caste feelings and are functioning in a caste ridden society.

What is glaring is that the principals and teachers are also involved in inflicting such kind of illtreatments to the SC college students. When this is the case of those who have higher education, it is clear that the village SC residents are more vulnerable to the exploitation of situations by vested interests.

Experience of discrimination and father's education has no reference to the discrimination.

The real problem lies with the caste system and not with any other phenomena. Unless this is abolished, legally and by other deliberate policies, discriminations will continue and the weaker sections continue to suffer, perhaps untold miseries. Former sympathetic attitude is alienated. Government policies to improve SC conditions are viewed as a threat by caste Hindus. Government is doing only half heartedly and the facilities have not reached the deserving SCs. The sufferers under all circumstances thus are SCs only.

CHAPTER V

THE STUDENTS' OUTLOOK ON THE STATUS OF THE SCHEDULED CASTE AND FACILITIES PROVIDED

1. Impression Regarding the Status of the SCs.

To reduce the disparity between the SCs and others in the society certain constitutional provisions are made wherein preferential treatment is given to the SCs in the field of education, government jobs and political participation. These facilities were limited to ten years in the first instance and was extended by 10 years. Further extension has been effected for the second time.

Students were asked to assess their position and give their views so as to facilitate evaluation. In this way the student assessment of facilities or limitations gives a real picture of the situation.

TABLE No. 28

Opinion of the SC college students on the status
of SCs to-day

| Distribution | Improved but still inferior | Equal to non SCs | Not improved | Cannot say | Total |
|--------------|-----------------------------------|---------------------|-----------------|------------|-------|
| Frequency | 135 | 8 | 97 | 20 | 260 |
| Percentage | 51.9 | 3.0 | 37.4 | 7.7 | 100 |
| Boys | 106 | 8 | 89 | 14 | 217 |
| Girls | 29 | — | 8 | 6 | 43 |
| Hostallers | 76 | 4 | 71 | 11 | 162 |

As many as 51.9 per cent students admit that there is some improvement in the conditions of the SCs today in contrast to past. But still they rank inferior to that of non SCs, they say. While 37.4 per cent say that the conditions of SCs have not improved but continues to remain backward. 7.7 per cent have felt that they 'cannot say'. Only 3.0 per cent consider that the status of SCs is equal to that of non SC Hindus.

Opinion of the students on the status of SCs to-day has no relevance to the educational attainments of their fathers since large percentage of SC fathers are illiterate or just have primary school education.

2. Awareness of the Reservation of Jobs.

Economic disability is the main thing which concerns most of the SCs in the state. Large number of them are landless agricultural labourers working for others on daily wages. The traditional system of economy has changed with the result these communities are very much affected. Money economy strangely brought them face to face with poverty. Along with this, mechanisation and improvement in agricultural economy lead to discard much of traditional agriculture labour.

One of the constitutional provisions is with regard to the reservation of jobs for SCs in government and public undertakings. But due to ignorance, illiteracy and poverty and official apathy these advantages are not fully made use of by them.

The students in the sample are educated. So they are expected to know certain constitutional benefits extended by the government. They are asked specifically whether they know the policy of reservation of jobs to SCs in government and in other public undertakings. Nearly 87.3 per cent are aware of this provision. But there are some students (12.3 per cent) who are ignorant of such provisions inspite of getting college education. This is surprising.

For many students job with government sponsored agencies is a must since after their education they have to work in some capacity or the other. As already noted not all students are interested in pursuing the occupation of their fathers.

They also think that in order to overcome the financial difficulty they have to take up jobs after education. This is one of the reasons why many are in educational institutions. With basic qualification they could get some job in the government departments. Many parents of the students do not own any

land for cultivation. The only alternative is employment in some capacity.

3. Outlook on the Scholarship Scheme

Scholarship scheme is one of the important constitutional provisions. But for this incentive it would not have been possible for many SC students to continue their higher studies at different levels. The parents of the students being financially in a difficult position and educationally backward would perhaps not have allowed their children to go to schools and colleges. Very often the parents consider children as an economic asset even when they are young, since children are employed in many errands in the village, which supplements family income.

The students were also asked to assess the scholarship scheme extended to them and to give their opinion.

Nearly 75.0 per cent consider this as very useful. Another 20.3 per cent have stated as fairly useful. For 4.2 per cent it is not useful and for such opinion there was no reason assigned by the students.

On the question of quantum of scholarship there has been a lot of discussions. When asked about the adequacy, 85.0 per cent have said that it is not adequate. However, even here 15.0 per cent are of the opinion that it is adequate. Many students have argued with the investigators that the amount of scholarship was fixed long ago and it does not tally with the enormous increase in cost of living-index. The requirement of students meanwhile have increased. In addition to these while paying the scholarship, institutions will recover tuition fee and make other deductions, the net amount paid at the end will be meagre.

Compared to earlier times, the number of students who are attending schools and colleges among the SCs are also on the increase. Many of them cannot compete with the non SCs for getting admission in the educational institutions, while the reservation quota is fixed. It is possible that some of them

are being disappointed in the process. Therefore, students were asked whether the reservation facility provided in the educational institutions are adequate in terms of the number of SC students seeking admission.

TABLE No. 29
Opinion of students

| Distribution | Adequate | Not Adequate | Cannot say | Total |
|---|----------|--------------|------------|-------|
| Reservation of seats in educational institutions | | | | |
| Frequency | 59 | 174 | 27 | 260 |
| Percentage | 22.7 | 66.9 | 10.4 | 100 |
| Hostel facility | | | | |
| Frequency | 16 | 198 | 46 | 260 |
| Percentage | 6.2 | 76.2 | 17.6 | 100 |

About 66.9 per cent students think the reservation provided in the educational institutions are not adequate. Those who consider the reservations as adequate account for 22.7 per cent while 10.4 per cent have returned as 'do not know' or 'cannot say' anything on this matter.

Till the secondary stage there is no problem of admission, as in many states education till secondary level is free. But by the time the students reach the college level there will be good deal of competition with the result SC students may have to face a severe competition among themselves. Those who could not get admission into courses of their choice may have to change their subjects if they wished to continue their studies. This is perhaps one of the reasons why it is found that SC college students are concentrated mainly in Arts faculties only.

Regarding hostel facilities for the SC students the respondents state that the number of hostels are not adequate (76.2 per cent). There are only 6.1 per cent who consider that the hostel facilities are adequate. Nearly 17.6 per cent have stated either as 'do not know' about this or have 'no comments'.

The students' reaction is true as many SC hostels admit students of all category viz., students from schools and colleges. The research investigators observed that in many hostels students are overcrowded without proper facilities to study.

As to the facilities provided in the hostels 47.7 per cent are of the opinion that they are unsatisfactory. Those who consider it as fully satisfactory account for 7.7 per cent and 24.6 per cent say quite satisfactory. There are 19.2 per cent under 'no comment' category.

TABLE No. 30

Opinion of students regarding facilities provided in the hostel

| Distribution | Fully satis- factory | Quite satis- factory | Un satis- factory | No com- ment | No [response | Total |
|--------------|----------------------------|----------------------------|-------------------------|--------------------|-----------------|-------|
| Frequency | 20 | 64 | 124 | 50 | 2 | 260 |
| Percentage | 7.7 | 24.7 | 47.7 | 19.2 | .7 | 100 |
| Boys | 19 | 61 | 111 | 25 | 1 | 217 |
| Girls | 1 | 3 | 13 | 25 | 1 | 43 |
| Hostellers | 13 | 51 | 92 | 6 | — | 162 |

While administering the questionnaire the investigators observed that some students comparing their family and economic conditions felt the facilities in the hostel as quite satisfactory. Accordingly, they felt that it would not have been possible for them to have such benefits at home or in some other place. Students without any comment are not ignorant but seem to be afraid of the reaction by the hostel authorities. It is possible some of them thought the study would bring forth certain criticism about the hostel administration and therefore avoided giving their considered opinion.

Respondent's father's education, students financial status and their level of politicisation have no relevance to the outlook on the scholarship scheme. Since large number of parents are either illiterate or primary school educated their influence is rather negligible to consider in respect of the students who are

better educated than their parents. As for as financial position is considered bulk of the respondents are in difficult position and in case of politicisation their participation in a large number of cases is nil. Therefore, it is clear that no relationship exists among these variables.

4. Outlook on Job

The main source of employment for the SCs is either government or government undertakings. Not that they are incapable of entering other professions but in the competitive selections SCs, are not preferred. In order to avoid exploitation of the already exploited and to raise those exploited to the general standard, reservation facilities are provided and the interest of these weaker sections are thus protected by making constitutional provisions.

TABLE No. 31
Employment preference of Students

| Distribution | Govt. Service | Semi-Govt. Service | Private Service | Self employment | Others/ not applicable | Total |
|--------------|---------------|--------------------|-----------------|-----------------|------------------------|-------|
| Frequency | 236 | 10 | 5 | 6 | 3 | 260 |
| Percentage | 90.8 | 3.8 | 1.9 | 2.3 | 1.2 | 100 |
| Boys | 200 | 3 | 5 | 6 | 3 | 217 |
| Girls | 36 | 7 | — | — | — | 43 |
| Hostellers | 153 | 1 | 3 | 3 | 2 | 162 |

From the responses it is clear that 90.8 per cent students prefer government jobs while 3.8 per cent are for semi-government. Only 5 students (1.9 per cent) preferred private organisations while 2.3 per cent are for self employment.

Quite a large percentage of students came under government category because it is the only agency which is under an obligation to implement constitutional provision. The SCs being already under stresses and strains would not like to risk by trying their luck with other organisations. As the reservations are provided it is natural to expect first preference for government jobs. These jobs are relatively more secure and the risk of losing the job is minimal.

The family conditions of the respondents are not conducive to venture for new type of jobs. They always have to look for security of employment. This is directly connected with their position in society.

Rightly self-employment has been preferred as the third alternative. It becomes highly difficult to venture on self-employment process when one is financially not sound. Neither are they supported by their parents in this task since bulk of them are poor agricultural labourers.

Father's education and the employment preference have been verified. While 90·8 per cent prefer government service their father's education has some relevance. It is a general trend students who have parents with less educational attainments also prefer government jobs. But in this case students who are having relatively more educated fathers equally prefer government service. Nearly 80·0 per cent students who have their fathers educated in college prefer government service. Also two students whose fathers are having university degree and professional qualifications like B.E., or M.B.B.S. equally prefer the same.

Among the students who give first preference to semi-government service 50·0 per cent have parents educated upto high school while another 30·0 per cent have illiterate fathers. Those who seek private service are with parents who are educated in primary schools or less than primary (illiterate). The percentage is 40·0 in each case. About 66·7 per cent students who would like to venture self-employment have their fathers who are illiterate.

The factors of students' economic status as assessed by them and their outlook on job have no relationship and therefore no significant outcome from their comparison.

5. Reservations

Reservation of jobs to the Scheduled castes in government and public undertakings are being extended from time to time.

As the same is time-bound it will come to end at one stage. Owing to several reasons the achievement in this direction is not encouraging.

To know the opinion of the SC students on the policy of reservation certain questions were asked. About 38·8 per cent students consider that the policy of reservation has enabled SC persons to obtain jobs to a large extent. Another 30·8 per cent say that the policy has helped to get only government jobs and not private jobs.

TABLE No. 32

Opinion of students on the policy of reservation of jobs

| Distribution | Helps to a large extent | Helps to get Govt. jobs | Not helped | Can't say | Total |
|--------------|-------------------------|-------------------------|------------|-----------|-------|
| Frequency | 101 | 80 | 58 | 21 | 260 |
| Percentage | 38·8 | 30·8 | 22·4 | 8·0 | 100 |
| Boys | 81 | 70 | 49 | 17 | 217 |
| Girls | 20 | 10 | 9 | 4 | 43 |
| Hostellers | 58 | 58 | 36 | 10 | 162 |

There are students (22·4 per cent) who say that this is not helpful at all. About 8·0 per cent have written as either 'do not know' or 'cannot say' anything on the subject.

As to the purpose of the policy and its usefulness 38·4 per cent are of the opinion that the policy of reservation has fulfilled a useful purpose with 46·9 per cent respondents considering it as having fulfilled a useful purpose to some extent. However, 6·1 per cent say that the policy has not at all served a useful purpose.

TABLE No. 33

Opinion of the SC college students

| Distribution | Agree to a large extent | Agree to some extent | Don't agree | Can't say | No Response | Total |
|--------------|-------------------------|----------------------|-------------|-----------|-------------|-------|
| Frequency | 29 | 59 | 151 | 20 | 1 | 260 |
| Percentage | 11·2 | 22·7 | 58·1 | 7·7 | 3 | 100 |
| Boys | 28 | 44 | 132 | 12 | 1 | 217 |
| Girls | 1 | 15 | 19 | 8 | — | 43 |
| Hostellers | 21 | 23 | 111 | 6 | 1 | 162 |

Nearly 58.0 per cent students do not agree that the SCs have advanced and can compete and so no need for reservation. However, 11.2 per cent agree that the SCs have improved compared with the position in the past, so they do not need reservation facilities with 22.7 per cent agreeing to some extent with this statement. There are some 7.7 per cent respondents in the 'cannot say' category.

Regarding the programmes launched by the government and the extent of benefits, 43.8 per cent have stated that the programmes are very beneficial while 33.4 per cent say they are fairly beneficial. About 13.8 per cent students consider the programmes as not beneficial with 7.6 per cent in the 'cannot say' category.

Students opinions were sought with regard to the administration of the government programmes. Some 48.8 per cent stated that the programmes for SCs are not administered satisfactorily. Nevertheless 11.6 per cent say that they are fully satisfied while 31.6 per cent are of the opinion that the programmes are fairly satisfactorily administered. Also there are 7.3 per cent students in the category 'cannot say'.

TABLE No. 34

Opinion of students whether the Govt. programmes are administered satisfactorily ?

| Distribution | fully satis- factory | fairly satis- factory | Not satis- factory | Cannot say | No response | Total |
|--------------|----------------------------|-----------------------------|--------------------------|---------------|----------------|-------|
| Frequency | 30 | 82 | 127 | 19 | 2 | 260 |
| Percentage | 11.6 | 31.6 | 48.8 | 7.3 | .7 | 100 |
| Boys | 25 | 62 | 114 | 14 | 2 | 217 |
| Girls | 5 | 20 | 13 | 5 | — | 43 |
| Hostellers | 14 | 45 | 90 | 11 | 2 | 162 |

While the students in the study recognise the necessity of government sponsored programmes to the betterment of the SCs they feel that the programmes have not been satisfactorily administered. The result is that there is a good deal of loss

to the SC community. The reason why inspite of 25 years of benefits, these communities are not improving is partially due to the unsatisfactory administration of the benefits. As the people incharge of administering such facilities to the SCs *i.e.* the officials are non SCs; the progress will have to be very much less. After all they can act subjectively and hardly fee comfortable about preferential treatment to SCs.

Father's educational attainments, students economic status as assessed by them and their level of politicisation have not made any impact on their outlook with regard to the policy of reservations.

Constitutional provisions are restricted to only government and public undertakings. The private sector is excluded altogether. The government economic policy encourages both public and private organisations. The contribution of private organisations to the economy is of considerable importance.

About 58.0 per cent students are of the opinion that introduction of reservation of job facilities in private concerns will be useful. But 24.2 per cent consider such provisions as possible but not of much use while 10.0 per cent are not in favour of introducing reservation facilities for SCs in private concerns. There are 6.9 per cent in the category 'cannot say'

Usually private organisations are owned by those who are economically prosperous. The gain in such areas are again concentrated in few individuals. The students who favoured the introduction of reservation to SCs in such organisations felt that by such order those who are not blessed with the opportunity may get such things and can improve their future.

The students who considered the introduction of reservation in private concerns as possible but not very useful are of the opinion that when certain things are forced on those who are not willing to accommodate, things which are forced on unwilling parties cannot produce good results. They also view that those who are employed in private organisations may have to face

other deprivations and sometimes the private owners may try to eliminate the SCs by resorting to other or extra constitutional means.

The students' level of politicisation and the opinion on the introduction of reservation facilities for SCs in private concerns have no correlation.

Students feel that the reservation policy has not been implemented satisfactorily and hence the opportunities for the SCs are not open everywhere. In spite of the fact that government and public sectors are obliged to reserve certain percentage of posts with them, many a time vacancies are not filled for various reasons with the result they are allowed to lapse. Autonomous bodies are not strictly following the constitutional provisions even where they are financed by the government.

There are instances wherein vacancies are filled taking general candidates by saying that suitable candidates among SC/STs are not available. This clearly indicates the opinion of students who points out that the policy of reservation is not implemented properly.

6. Views on the Programmes viewed as a whole

Nearly 76.0 per cent students consider the programmes launched by the government for the upliftment of the socially and economically downtrodden communities as beneficial.

Those who consider the programmes as not beneficial however are not in agreement with the statement that the programmes are damaging the self-respect of SCs (42.7 per cent). But there are 8.0 per cent who agree 'fully' and 21.2 per cent 'partly' with this statement. In addition, 24.7 per cent are in the category 'do not know' or 'cannot say' in this connection.

For the statement that the programmes have made SCs dependent upon such help, 32.7 per cent students do not agree. While 18.8 per cent agree fully another 31.6 per cent agree

partly. Those who cannot say or do not know account for 15.0 per cent in the sample.

Those who agree fully with the statement that the programmes destroy the initiative of the members of these communities constitute only 7.3 per cent and the percentage of students who agree partly constitute 16.2 per cent in the sample. There are 56.9 per cent students who do not agree while 17.3 per cent are in either 'do not know' or 'cannot say' category.

Large number of students say that the programmes are not satisfactorily administered (48.8 per cent). The percentage of students considering the programmes administered as fully satisfactory comes to 11.5 per cent while 31.5 per cent say fairly satisfactory.

TABLE No. 33

Opinion of the SC students whether the Govt. programmes benefit of SCs ?

| Distribution | Agree fully | Agree partly | Don't agree | Can't say Don't know | No response | Total |
|--------------------------------|-------------|--------------|-------------|-------------------------|-------------|-------|
| Damage the self respect | | | | | | |
| Frequency | 21 | 55 | 111 | 64 | 9 | 260 |
| Percentage | 8.0 | 21.2 | 42.7 | 24.7 | 3.4 | 100 |
| Made them dependent | | | | | | |
| Frequency | 49 | 82 | 85 | 39 | 5 | 260 |
| Percentage | 18.8 | 31.6 | 32.7 | 15.0 | 1.9 | 100 |
| Destroy the initiative | | | | | | |
| Frequency | 19 | 42 | 148 | 45 | 6 | 260 |
| Percentage | 7.3 | 16.2 | 56.9 | 17.3 | 2.3 | 100 |

The general opinion is that government programmes are good and will benefit the SCs. But when it is related to the self-respect, dependence and initiative aspect of the community, the respondents are against such attributes. On the whole the students look at the government to continue the programmes.

The main drawback is the implementation which according to them are not done properly with the result the desired results are not achieved. Due to this reason the people of these communities are remaining ignorant and illiterate, socially, economically and politically backward.

There is a general feeling that the administration is not sincere. Many a time the benefits have not reached the people who are really deserving and for whom it is meant.

7. Difficulties that the students have personally encountered with reference to the programmes.

Students in the sample were asked to explain the experience and difficulties encountered by them with reference to the programmes launched by the government for the benefit of SC people.

About 51.1 per cent have not replied to this question. Out of the remaining, 26.5 per cent have stated that they did not face any difficulty in this regard. There are 22.3 per cent who have answered that they encountered some difficulty.

The experiences are mainly centre around the scholarship and hostel facilities. As students they are concerned with these two aspects mostly.

For many students scholarships are not paid at the appropriate time. The students also say about the advance grant approved by the government which is seldom paid in time by the college authorities with the result they have to go without books to the college.

One student has mentioned that he was not given the scholarship when he was doing high school with the result he had to face hardships which actually came in the way of continuing his education but somehow he managed to overcome that bad situation.

Among other types of hardships some are related to the administration side. Some students say that they were not

issued with the required caste certificate by the authorities. The village Accountant, the Tahsildar and his office give much trouble before providing them with the necessary certificates.

One of the students has recorded that during his second year degree course he was not given hostel accommodation. This naturally made him to suffer a lot.

Many students have poured out their general difficulties in this column. Actually students could not differentiate between specific difficulties encountered with particular reference to the programmes and other problems. There is a general tendency to air all the difficulties when opportunities are given and this actually prompted students to show their reactions.

Those who did not answer the question might have suspected that the authorities may view it as bad and would trouble them in their future career. This kind of attitude has been reported by our investigators who collected the data from the respondents.

CHAPTER VI

THE HOSTEL STUDENTS

Home play an important role in the educational career of a student. For those who come from forward sections of the population, home play a complementary role to that of schools. But in the case of those from the backward sections homes can play the opposite of what is stated above.

The alternative for such children is provision of good hostel facilities where they can develop their personality physically, mentally and culturally. Therefore, for students who do not come from educationally advanced families provision of hostel facilities greatly assist the formal education at schools and colleges.

The study group constituted by the education commission in 1966 has reported that one of the reasons for the slow progress of education among SCs was lack of residential facilities for students whose homes were far away from the school.

Though education is the primary responsibility of the state governments, the government of India have been making liberal contribution for the spread of education and for providing additional hostel facilities. Five Year plans have stressed the need for sufficient hostel facilities for backward class students and give special grants to State governments for construction of hostels. Allocations were made for construction of girls hostels also.

No provision was made for providing hostel facilities in the first and second five year plans. However, in third five year plan Rs. 408/- lakhs were allocated in the state sector for construction and maintenance of SC hostels. But the expenditure was not full. Some amount was left without being utilised. This shows the position regarding construction and

maintenance of hostels for SC students during third plan which are however, not satisfactory.

In Karnataka the state government is maintaining 199 hostels for the benefit of 11,336 SC boys.¹ There are about 110 hostels for the benefit of 3,859 SC girls in the state. In addition to the above, about 118 students hostels are coming under grants-in-aid for the benefit of 4,067 students. Construction of 60 SC students hostel buildings is approved in addition to the 58 already constructed upto 1971-72. These hostels are mostly for high school students. Very few SC hostels are there exclusively for college students. Government have instructed all general and college hostels maintained under grants-in-aid programme to reserve 10 per cent seats to the SC students. However, the government hostels admit students from different standards of education namely primary to post-graduate studies which should be borne in mind.

1. Student Hostels

The hostel residents constitute 62.3 per cent of the sample. There are three types of hostels managed by various authorities viz. colleges, private organisations and the government. About 50.0 per cent students stay in the hostels maintained by their colleges. The other 11.1 per cent are in hostels which are not managed by their colleges but are run by others both government and private organisations. While 38.0 per cent are not hostel residents, two out of 260 students have not responded to this question.

TABLE No. 36

Agency managing the hostels where the students are staying

| Distribution | State Govt. | Private organisation | Not applicable | Total |
|--------------|-------------|----------------------|----------------|-------|
| Frequency | 21 | 12 | 227 | 260 |
| Percentage | 8.0 | 4.6 | 87.4 | 100 |
| Boys | 21 | 11 | 185 | 217 |
| Girls | — | 1 | 42 | 43 |

1. Govt. of Mysore, Social Welfare and Probation and After Care Services Department Report for 1972-73.

Those who stay in hostels not maintained by their colleges have specified the agencies. While 8.0 per cent stay in government hostels, the remaining 4.6 per cent reside at hostels managed by private organisations. However, the number of hostels maintained by government and private organisations are not clearly definable in the study. Students who are in government colleges with hostel facilities are excluded. The question itself carried ambiguous terms and therefore could not clearly stated.

The investigators reported that even in the case of college hostels excepting very few, others have students of all standards including professional degree students in the same hostels. For instance in a college hostel managed by private educational organisations students who belong to High school and other lower classes are living in the same room. This shows the hostels managed by colleges need not be exclusively for college students.

In most of the hostels, rooms are shared by more than two students. Only in certain well established hostels each student is provided with a single room. But the case of SC hostels are quite different. Wherever the research investigators went, they observed that the hostels are overcrowded. Each room was shared by more than 4 students. The students who are sharing rooms are not necessarily from the same college or same standard. Sometimes students who are doing Medicine, Engineering and Arts are seen in one room. This combination could work both adversely or very well.

When asked 58.0 per cent in the sample (93.8 per cent among the hostel residents) stated that they share their rooms with other students. Only 3.8 per cent (6.2 per cent of hostel residents) are having independent rooms.

Nearly 34.3 per cent (54.9 per cent of hostel residents) have room-mates belonging to their own caste while 13.9 per cent (22.2 per cent of hostel residents) are staying with students belonging to other SC sub-castes. However, 8.0 per cent (13.0 per cent of hostel residents) have their room associates from other groups who are not either SCs or STs.

TABLE No. 37

**Caste of the room-mates of students living in hostels
and sharing their rooms.**

| Distribution | Own caste | Other SCs | STs | Non SC/ST | No res- ponse | Not appli- cable | Total |
|--------------|--------------|--------------|-----|--------------|------------------|------------------------|-------|
| Frequency | 89 | 36 | 5 | 21 | 3 | 106 | 260 |
| Percentage | 34.3 | 13.9 | 1.9 | 8.0 | 1.1 | 40.8 | 100 |
| Boys | 88 | 36 | 5 | 21 | 3 | 64 | 217 |
| Girls | 1 | — | — | — | — | 42 | 43 |

From the above, it is clear that the hostel students are mostly drawn from SCs who usually live in hostels for continuing their education. By and large the SC hostel students reside with their own caste students in the rooms. The hostels are mostly maintained for SC students exclusively. Therefore the question other than SC students does not arise except in those hostels which are maintained as general hostels.

Bulk of the students who are in hostels are from rural areas. About 58.0 per cent students (93.2 per cent hostel residents) have parents living in villages. Only 5.7 per cent (9.2 per cent of hostel residents) are in towns while 1.0 per cent (1.2 per cent of hostel residents) are in city.

Nearly 26.6 per cent (43.2 per cent hostel residents) are from the same taluk. More or less the same number 25.8 per cent (42.3 per cent of hostel residents) are from the same district. Those who are not from the same district but come from the same state constitute 11.9 per cent (29.7 per cent of hostel residents) while only one student is from outside the state. Outside the state does not mean from a far of place. The students who hail from border districts may happen to come from other part of the country *i.e.*, different states such as Karnataka-Maharashtra, Kerala - Karnataka and Tamilnadu-Karnataka borders.

TABLE No. 38

Distance from which the students are drawn

| Distribution | Same Taluk | Same District | Within the state | Out side state | No response | Not applicable | Total |
|--------------|------------|---------------|------------------|----------------|-------------|----------------|-------|
| Frequency | 69 | 67 | 31 | 1 | 16 | 76 | 260 |
| Percentage | 26.6 | 25.8 | 11.9 | .3 | 6.1 | 29.3 | 100 |
| Boys | 68 | 67 | 29 | 1 | 14 | 38 | 217 |
| Girls | 1 | — | 2 | — | 2 | 38 | 43 |
| Hostellers | 58 | 64 | 25 | — | 13 | 2 | 162 |

The students have to go over to other places mostly to small towns and cities for attending colleges. The spatial mobility in large number of cases is however, restricted within the district.

Excepting one girl student, the remaining 161 hostel residents are boys. The age composition as indicated earlier falls in the general category on the higher side, since a large number of students are drawn from the final and second year degree class. Out of a total of 15 students who are either married or engaged 11 are hostel residents.

The caste composition is similar to that of the total number of SC students in the study. All the 162 students in the hostel are Hindus.

The educational attainments of their parents is the same and most of their parents are illiterates. Fathers work in villages and mothers except household work or field labour do not have any occupation in a majority of cases.

Educational attainments of siblings have no difference between hostellers and others in the study.

The financial condition of the hostel residents is not sound. Many of them have stated that the position as 'difficult' economically. All the hostel students are unemployed and therefore the question of their financial obligations to their family does not arise.

About three-fourth of hostel students are financed by their parents and scholarship is a big assistance in their education. The other one fourth depend entirely on scholarship. Almost all of them say that the scholarship amount is not adequate. While it may be construed to get such answers as natural, it should be viewed with reference to the cost of education and living. Since there has been a phenomenal rise in cost of education students are feeling very hard to maintain themselves in urban centres.

2. Hostel as a factor in the life of the student.

Students residing in hostels and others in the study have no marked difference regarding their year of study and course they study. By and large the same trend is observed among both. As regards the selection of course the hostellers and non-hostellers pattern is the same. There is no significant difference between them.

While the hostel students devote more than 4 hours every day towards study they also think that there is need for studying more than what they do at present. However, all those who had given the reason of illhealth and family problem are hostel students. The students who gave the reason of long distance from college to the place of residence are also hostellers.

The hostellers had relatively smooth career in eighth and ninth standard but in 6th and 7th classes all repeaters are hostellers. Further those who had to discontinue after primary school and before joining middle and those who discontinued after middle school and before joining High school are residing in hostels.

All those who have difficulty in following the lectures in the sample are hostellers. The reasons are however, common for both hostellers and non hostellers. The hostel students seek guidance from their teachers and they report that their teachers are good. Six out of eight who are getting coaching or private tuition in the study are from hostel.

Participation in extra curricular activities among hostel residents is considered as something usual but in this case hostel has not influenced the students.

While the educational aspirations are equal among the hostel residents and non-residents, those who aspire to have Ph. D., are living in hostels. In the same way the two students who wish to do B. E./B. Tech. are in the hostel and 12 out of 15 who would like to go for Law are in the hostel.

The occupational bias and preference of employment are similar to that of the non-hostel students. The amount of encouragement is great by the parents of the students and those who are discouraged are very limited in the sample. Therefore comparison becomes difficult between the two groups.

Hostels are in towns and in the urban centres opportunities of mass media are provided. Unlike the rural parts mass media are easily available to urban people. Hence students in the hostel are likely to be more favourably disposed to this means of communication. However, in the case of cinema, among those who do not see cinema at all in the sample hostellers are large in number (5 students out of eight). This may be due to the very difficult financial position in which the students are put that prevents from going to movies. In the case of news papers it is observed in the sample that seven students read rarely and two do not read at all but none of them are hostel students. Regarding those who listen to the radio the distribution of frequency is nearly equal in the case of alternatives.

Hostel has no influence over the level of politicisation. Yet among those who support political parties, large number are living in hostels. Again students who support Congress (N) and Congress (O) are mostly hostellers. This is due to the fact that in addition to the family participation in the political activity the students are better planned in the hostel. For those students whose parents are not in favour of their participation in political activities, hostels provide scope since they will be away from their parents and parental control.

In this study the students' ideals and the people they admire depends on the place of residence to some extent. While large number of students have given the names of national leaders and historical figures, those who follow the tribal or SC leaders, religious leaders are mostly hostel residents. Another significant difference is that of the eleven respondents who have given the names of government servants as first preference, only one is hostel resident.

For deciding their future the students have many alternatives. Among them only one has significance *i.e.*, in the case of students who decided about their future as suggested by their teacher 11 out of 14 live in hostel. But while deciding their marriage they followed the general pattern. The parents and elders decide for them. The place of residence during student career has no relevance.

Surprisingly the responses with regard to friendships, integration, the students who have stated as having no friend are all residents of hostel. While they stay with other students in the same room, it is not clear as to the reason for no friends. However, the students may consider friendship as something different from mere living together in a hostel or studying in a class. Community living has not fostered friendship. Whether it is ruptured by jealousy, competition, quarrel or fight could not be ascertained.

As regards the difficulties encountered by the students living in the hostels it has been already stated that the nature of difficulties concerned the educational and hostel facilities. Hence those who encountered difficulties are mostly hostellers. The same is true with reference to the cases of illtreatment because the students belong to Scheduled Caste. The fact of illtreatment is true in general but the students who are better educated than those who are really affected in the rural areas can represent it in better manner freely and frankly. They are more articulate in this respect.

CHAPTER VII

COMMENTS AND CONCLUSIONS

(1) Summary of the findings :

Before concluding this study, it would be in place to recapitulate the findings and offer some suggestions. The investigation cannot be said to have 'discovered anything extraordinarily different from what is apparent to many who are interested in the problem of scheduled caste students. But a few observations emerging from the data may be pointed out. The study is undertaken with the intention of knowing the educational problems of the downtrodden.

The progress of education among SCs no doubt, is very slow in the state. In spite of incentives provided, the facts are, that there are only few students from these communities in institutions of higher education. This may be due to various factors. There is large scale wastage and stagnation in the education in these communities.

The major findings are given below :

The distribution of SC men and women students in colleges, their marital status and religion resembles the general population. But when the question of age is verified it is seen that some of them are over-aged *i.e.*, they remained in colleges more than the normal time required.

The education of the parents and siblings of the students in the study is very poor, almost nil. The parents work in the villages as agricultural labourers. One can imagine the economic condition of the students under these circumstances. Most of them have stated that their economic condition is precarious. Being agricultural labourers bulk of them are living in villages. Therefore, the students are from rural background. Almost all are unemployed and depend on parents and scholarship for their education. The parents in many cases are required to spend on the education of children in the family besides the respondents.

Eventhough, there are different answers to the question on the choice of the particular college and courses, the students have no such choice since the number of colleges are limited and the courses are not decided by them. Sometimes they have to study the available subjects and not subjects of their choice to get employment.

Bulk of the students in the study are living in hostels. The reasons are obvious. Colleges are situated in towns and SC students are concentrated in villages. Those who are interested in higher education have either to seek admission in hostels or make alternative arrangements. Those who are living with their parents in villages, cover the distance daily between home and college.

The experience of students in hostels are very many. Many hostels are maintained by private organisations. Only limited number of hostels are administered by government. There are separate hostels for these communities. Wherever, hostels are provided they are admitting students studying in different classes.

The general conditions prevailing in the hostels are not good for college students. Most of them are overcrowded. As there are no alternatives, the students are forced to live in such places. The problems of the SC hostel students are not different from other students, who are living with their parents.

With the exception of one girl student, out of 43 girls in the study, all are living with their parents. This is something strange. Inspite of incentives girls are not permitted by elders in the family to persue education and stay outside the family independently. Those who live in hostels, are able to move out of their place and are exposed to some degree of change. But this is not true of the majority of SC girl students.

In the case of a large number of students, education is smooth and without many gaps. But those with one or two years gap had to repeat the course mainly because of

economic causes than other reasons. The SC students have no difficulty in following the lectures in class rooms. They also report that their teachers are sympathetic towards them and they go to them for guidance sometimes. Nevertheless, some do not go and state that their teachers do not give any extra attention to them.

Students in the study have good score regarding the extra curricular activities. Here again girls are not taking active part in such activities as they are devoting more time to domestic work. The very fact girls are not allowed to stay outside home explains this: Social values prevalent in the society hinder many girls taking part in such activities. Therefore, it is but natural to find less participation of girls in extra curricular activities.

There is a trend among large number of SC students to get Bachelors' and Masters' degree. Along with this, majority of them like to have executive jobs in government and public undertakings. That a large number of students would like to have Masters degree is an indication of their desire for getting executive posts.

Most of the students know the constitutional provisions regarding reservation of jobs and seats to their communities. While they appreciate government policies meant for the upliftment of the downtrodden, they do not feel that the policies are against the interest of these communities. There is a general feeling that these provisions should continue for long. The respondents are in favour of introducing reservation of job facilities even in private organizations.

It is a healthy sign that most of the SC students in the sample are exposed to mass media. Being resident in urban centres it is but natural that the students are better exposed. However, the parents are afraid and think that children who are away from home for higher education will never come back or help them in securing social or economic well being. This is rather true in most of the cases.

Surprisingly the politicization score of the respondents in this study is nil. Students, now a days are found taking keen interest in political activities in large numbers. Recent events have shown the involvement of students in many political activities. While it is too early to comment on the desirability of their participation, a situation quite the contrary, is observed in the case of SC students. As mentioned elsewhere political activity requires sound economic background and plenty of leisure. While the former could be inherited, the latter is a problem for students. Especially for students from the downtrodden both are problems. Therefore, they are not keen in political matters.

Like any other student, the respondents reacted to the question on the ideal person. Many answered as 'national leaders'. Events preceeding country's independence might have influenced them to admire such persons.

Being drawn from socially discriminated communities, the students in the study have their friendships and integration in the mixed way. While some have friends outside the SC fold, others have friends within their caste.

Even though many have stated that they have not experienced any discrimination because they are SC's, for some it is the worst experience. A large number of such discriminations are problems connected with untouchability. Theoretically, untouchability is abolished. But in actual life it is still rampant in rural parts of the state.

The findings of the study show that the SC students have greater liberty in deciding about their future. But when it comes to the question of marriage parental and elders control prevail over all others. The choice of many students are within their caste and will not go against the wishes of their parents. Despite higher education, the students have to depend on their parents in many social situation.

Quite a large number of respondents think that the status of SC people have improved as of before but still it is

backward when compared to other caste Hindus. Some feel that the SCs have not improved at all.

All are getting either scholarship or freeship during the tenure of their education. The general reaction of the students towards the scholarship scheme is good as many appreciate the same. However, when the question of quantum comes, all are critical of the same. There is a general discontent with regard to inadequacy of the scholarship amount.

Added to this, complaints are made regarding the late payment of the scholarship amount. It is said that institutions in addition to government offices, take lot of time in disbursing scholarships with the result large number of SC students are facing untold miseries.

While explaining about the experience of difficulty with regard to government policies, the students generally narrated many personal grievances. They have all been commented upon at appropriate places in the body of the book.

When compared to SC college boys, girls representation is meagre. The case is still bad in respect of hostel residents as there is only one girl in the hostel.

Coming to the teachers', heads of the institutions and their responses, it is disappointing to note that many heads of the institutions did not co-operate with the study. Extreme cases have been highlighted in chapter I.

As for as SC teachers are concerned, it is strange that inspite of many Masters degree aspirants, only few college teachers are from SC communities.

The reaction of the teachers are rather mechanical. Many avoided comments as they did not want to antagonise themselves. Further large number of the teachers have little or no knowledge of social science research. The teachers consider the request as something obligatory on their part and avoided possible value judgements regarding their opinion.

(2) Comments in terms of policy :

Economic disadvantages are the basic problems for these communities. The students are in a difficult financial position. Their parents being mostly agricultural labourers have negligible income. Care must be taken to regularise the payment of agricultural labourers working on others land. Until this is done, exploitation continues and SCs conditions will never improve.

Since SCs is a blanket term with innumerable castes and sub-castes which are some times are at variance from district to district within the state it augers well for the government to assess which of the sub-castes among the SCs have benefitted from the constitutional provisions. Efforts should be made to cater to the needs of more deserving and neglected sections of the SC which otherwise would continue to live in the dark.

Hostel facilities are not adequate when compared to the number of students seeking admission. Many are disappointed and there is lot of wastage. Separate hostels for college students be mooted in place of mixing all age-groups and classes.

Incentives must be provided to attract more girls to the schools and colleges. Unless large number of girls are educated the problem of backwardness will persist.

There is insistance on producing caste certificate by various authorities for different concessions. This involves lot of expenditure and time for SC people. Hence action must be taken to have only one original caste certificate which should be filed in the Social Welfare Department of the State, while certified copies may serve the purpose of others.

The present policy of separate hostels for SC must end since this discrimination perpetuates untouchability. Cosmopolitan hostels must be encouraged and instructions should be issued to reserve 13% seats to SC students in all hostel for which grants are given by the state.

Efforts must be made to encourage self-employment among SCs. Additional opportunities should be given to educated people among these communities.

In addition to the class room coaching, private tuition or tutorial classes should be introduced for the benefit of the SC students as they lack properly educated family background. This will enable students to improve their academic standards.

Scholarship amount must be increased. The amount was fixed decades ago and requires upward revision very badly. The students are facing many hardships because of inadequate amount.

(2) Implications to administration :

Instructions are not carried out in letter and spirit by the implementing authority in the case of admissions, reservation of seats and exemption from fees and so forth. This has lead to many sufferings of these communities. Hence a code of conduct must be introduced in the government administration to cover all such lapses.

Considerable delay is involved in sanctioning the scholarship and payment of the same. Unnecessary deductions are said to be effected in the scholarship amount by the college authorities. These defects should be rectified.

Some hostels maintained by the voluntary organisations are not fit for students to live. Certain principles must be laid down by the government as a prerequisite to start such hostels. Surprise checks must be conducted by the Social Welfare Department and action must be taken against erring institutions.

Attempts are not made to get students from these communities to join schools. Therefore, people in the education department should be fixed with such responsibility to show progress in this regard. There must be a separate wing to propogate the necessity of education for the SCs with judicial powers.

Problems of untouchability are still rampant. People in the administration are apathetic towards this social evil. Action

must be taken to punish those who are guilty of not enforcing the laws without any favour or fear.

Authorities who are vested with the powers of issuing caste certificate for the purpose of benefits to these communities must be instructed to work out a rational procedure in this regard and stop unnecessary harassment of the SCs.

(3) Implication to research :

Certain findings in the study has provision for further probe into the problem of Scheduled caste students. Some of them are given below :

Educational benefits are given to some SCs converted to other religions such as Christianity. There is a talk current in the state whether to extend the benefits to religious converts in the state. This opens further scope for research in the field.

The continued extension of constitutional provisions to the SC communities arouse general discontentment among the non SCs. This actually affects social interaction of people. A scientific investigation will go a long way in shaping future policies.

Large number of parents in the state are illiterate and work as agricultural labourers for wages. Their social and economic conditions can be a very good field for planned investigation.

Hostels are main centres in the development of education among the SCs. A study of hostel and non hostel students will help to bring many interesting points to fore.

Role of students in the political activities are on the increase. SC communities being minority in the country, hold a key position in the elections. In this context a scientific investigation will give further insight into the problem of students and their political affiliations. Students of these groups are also facing stresses and strains due to unemployment inspite of reservation facilities. Loopholes between reservation and actual implimentation in public and private sectors should provide interesting similarities and differences.

ANNEXURE I

QUESTIONNAIRE ADMINISTERED TO STUDENT RESPONDENTS

Write Your Name

Your College

Are you

1. Male
2. Female

What is your age?

- 16 or less
- 17 "
- 18 "
- 19 "
- 20 "
- 21 "
- 22 or more

Are You?

1. Unmarried
2. Engaged
3. Married but no gauna
4. Married and gauna
5. Widowed
6. Divorced

What is the Name of your caste?

What is the Name of your tribe?

What is your Religion?

1. Hindu
2. Sikh
3. Neo-Budhist
4. Christian
5. Tribal Religion
- 6-9. Any other (specify)

In which class are you Studying ?

1. First year PUC
2. Second year PUC
3. I B.A./B.Sc./B.Com
4. II B.A./B.Sc./B.Com
5. III B.A./B.Sc./B.Com

What Courses are you Studying ?

1. Arts
2. Science
3. Commerce
- 4-9. Any other (specify)
0. Not applicable

Where do you live at Present ?

1. I live in a students' Hostel
2. I live with my parents
3. I live with other relatives
4. I live alone in a rented room
5. I live with my friends
6. I have my own family
- 7-8. If you live at any other place. Please mention.

For those who live in a Hostel

If you live in a Hostel, is it run by your College ?

1. Yes
2. No
0. Not applicable

If not run by your College who runs the Hostel ?

1. The State Government
- 2-9. Private Organisation (specify)
0. Not applicable

Do you share your room with any other Student(s) ?

1. Yes
2. No
0. Not applicable

If yes, to which group do they/does he/she belong?

1. To my own caste
2. To other scheduled castes
3. To scheduled tribes
4. To other groups
- 5-9. Any other group (specify)

To all those who do not live with their parents

Where does your Parents Live?

Name of the place:

It is a

1. City
2. Town
3. Village

Where is this place?

1. In the same taluk/this place
2. Not in this taluk but in the same district
3. Not in this district but in this state
4. Outside this state

About your activities in the college.

Why did you decide to study at this college?

Below are given some reasons. You may say *yes* if you agree to a reason, and *no* if you do not agree to it.

I came to this college because it is the only college in this place;

1. Yes
2. No

Because it is the best of the colleges in the area

1. Yes
2. No

I came to this college because I could not get admission elsewhere

1. Yes
2. No

I came to ~~this~~ college because it offers special facilities for the scheduled caste students.

1. Yes
2. No

I chose this college because my parents/relatives advised me

1. Yes
2. No

I chose this college because it is nearer to my home

1. Yes
2. No

There is no particular reason

1. Yes
2. No

If there is any other reason, please mention

Why did you choose the particular course that you are doing?

Below are given some reasons. You may say *yes*, if you agree to a reason, and *no* if you do not agree to it.

I took this course because it is relatively easy

1. Yes
2. No

It consists of my favourite subjects

1. Yes
2. No

Because it is the best and it will be of help in getting me a job.

1. Yes
2. No

Because I could not get admission in the subject of my liking.

1. Yes
2. No

If there is any other reason, please mention.

Below we give the classes from 6th onwards..! Please mention the number of years that you spent in each class.

Sixth Class (VI)

1. One year
2. Two years
3. Three years
4. More than three years

Seventh Class (VII)

1. One year
2. Two years
3. Three years
4. More than three years

Eighth Class (VIII)

1. One year
2. Two years
3. Three years
4. More than three years

Ninth Class (IX)

1. One year
2. Two years
3. Three years
4. More than three years

Tenth Class (X)

1. One year
2. Two years
3. Three years
4. More than three years

Pre University I year

1. One year
2. Two years
3. Three years
4. More than three years
5. I have joined this year only

Pre University-II year

1. One year
2. Two years
3. Three years
4. More than three years
5. I have joined this year only
0. Not applicable

B.A./B.Sc./B.Com. I year

1. One year
2. Two years
3. Three years
4. More than three years
5. I have joined this year only
0. Not applicable.

B.A./B.Sc./B.Com. II year

1. One year
2. Two years
3. Three years
4. More than three years
5. I have joined this year only
0. Not Applicable

Did you ever have to Discontinue your Studies after you have Done your primary school and before joining the Middle School?

1. Yes, for one year
2. Yes, for two years
3. Yes, for three years or more
0. No

Will you please give us the reasons for this ?

Did you Discontinue your studies after you have passed your Middle School and before you joined the High School ?

1. Yes, for one year
2. Yes, for two years
3. Yes, for three years or more
0. No

Will you please give us the reasons for this ?

Did you join your college immediately after passing S.S.L.C./ S.S.C. or High School/Higher Secondary Examination/or after sometime ?

1. I joined the college immediately
2. I joined after one year
3. I joined after two years
4. I joined after three years
5. I joined after more than three years
0. Not applicable

Will you please mention the reasons for the gap, if there was any ?

Would you please name the person from your family or from among your relatives who encourages you most to take education ?

Name

Relation (1-9)

Is there anyone in your family/among your relatives who does not like your studying ? Please name him and mention relations.

Name

Relation (1-9)

How do you find your Classes ? Do you have any difficulty in understanding the lectures ?

1. No, I do not have any difficulty
2. I have difficulty in few subjects only
3. I find it difficult to follow all the classes

For those who have difficulty

Why do you find it difficult to follow your teacher ?

(Mention two reasons)

1. The subject is very hard
2. The teacher does not explain properly
3. The teacher use language that is very hard
4. There is lot of disturbance in the class room
5. The medium of instruction is English
- 6-8. Any other
9. Cannot specify any reason
0. I have no difficulty

Do you ever go to your teachers for seeking guidance and advice ?

1. Yes, I go quite often
2. I go sometimes
3. I never go

Generally Speaking, how do you find your teachers' attitude towards you and other students from Scheduled Castes/Tribes ?

1. They are very helpful and sympathetic
2. They do not pay any extra attention to us
3. They are not at all helpful
- 4-9. Any other comment

Do you get any coaching or have a private tuition ? If you are not getting any coaching or if you are not having private tuition do you need such help ?

1. No, I do not think that I need such help
2. I think I need such help
3. I am already getting coaching/I am having private tuition.

How much time do you devote to domestic duties every day ?

1. About one hour
2. About two hours
3. About three hours
4. About four hours
5. More than four hours
0. Not relevant, I stay in the hostel

How much time do you devote to your studies at home/in the hostel every day ?

1. One hour
2. Two hours
3. Three hours
4. Four hours
5. More than four hours

Do you think you need to study more than you do at present ?

1. Yes
2. No
3. I can't say

If you think that you should devote more time, how is it that you don't do so ?

1. I do not find time to do so as I also do some job
2. I have a great deal of other work at home/hostel
3. I should but I have no interest in studies
- 4-9. Any other
0. Not applicable

For those who stay with their parents at home

Do you have place to study at home or do you go somewhere else to study ?

1. I do not have proper place at home but there is no other place to go
2. I generally go elsewhere to study
3. I study at home

How frequently do you see a cinema ?

1. Once a fortnight or less
2. Once a month
3. Once in two or three months
4. Once in five or six months
5. I do not see cinema at all

Do you read news papers ?

1. Yes, daily
2. Yes, occasionally
3. Yes, but very rarely
4. No, I do not read newspapers

If yes, what news papers do you read ?

Name of the Newspaper

Language

Do you listen to the radio ?

1. Yes, regularly
2. Yes, occasionally
3. Yes, but rarely
4. Seldom or never

We list below the various activities, please mention those in which you participate

Sports/NCC

1. Yes
0. No

Students' Union

1. Yes
0. No

Debates and other literary activities

1. Yes
2. No

Any other activities (mention them)

Each of us has before our minds some person/persons whom we consider as our ideal and wish to be like him. Name three persons whom you consider your ideal, like whom you would like to be ?

Are you the most highly educated person compared to your brothers ?

1. Yes
2. No there are others who are more educated
3. No, there are others who are as much educated as I am
0. I have no brother/brothers

Are you the most highly educated among your sisters ?

1. Yes
2. No, there are others who are more educated

3. No, there are others who are as much educated as I am
0. I have no sister/sisters.

What is your father's education?

1. Less than Primary
2. Primary
3. Middle
4. High School
5. Intermediate
6. Graduate (B.A.)
7. Post-graduate (M.A.)
8. M.B.B.S./M.D.
9. Engineering
0. Illiterate

What does your father do?

1. Works in the village
2. He is in service
3. He runs his shop
4. He is old and retired
5. He is dead
6. Any other

What is your mother's education?

1. Less than Primary
2. Primary
3. Middle
4. High School
5. More than High School
0. Illiterate

Is she working any where?

- 1-9. Yes, What is she doing?
0. No

Have you ever participated in the meetings, processions or rallies organised by any political leader or party?

- | | | |
|--------------------|--------|-------|
| Meetings | 1. Yes | 0. No |
| Processions | 1. Yes | 0. No |

Did you work for any political party in the last election ?

0. No

If yes, in what way ?

1. Distributed slips and pamphlets
2. Shouted slogans
3. Participated in processions
4. Did canvassing
- 5-9. Any other

Are you an active worker, supporter or sympathiser of any political party ?

0. No

If yes, please mention the party

1. Congress (O)
2. Congress (N)
3. Communist
4. Socialist
5. Republican
6. Jan Sangh
7. Swatantra
- 8-9. Any other

Is or was any member of your family an active worker, supporter or sympathiser of a political party ?

0. No

If yes, name the party

1. Congress (O)
2. Congress (N)
3. Communist
4. Socialist
5. Republican
6. Jan Sangh
7. Swatantra
- 8-9. Any other

About your plans for the future.

Upto what level will you like to study ?

1. PUC - I
2. PUC - II

3. B.A./B.Sc/B.Com.
4. M.A./M.Sc/M.Com.
5. M.B.B.S. (Doctor)
6. Ph.D.,
7. B.E./B.Tech (Engineer)
8. Any other (specify)

Would you like to enter into the same occupation as your father ?

1. Yes
2. No

If not what would you like to be ?

How have you decided about your future career ?

1. My father suggested
2. My relative suggested
3. My teacher suggested
4. My friends in the class have all decided so I may also follow them.
5. I have myself decided
- 6-9. Any other
0. I have not yet decided.

When deciding about your marriage what importance will you give to the following ?

The economic status of the other party

1. Very important
2. Important
3. Unimportant

The social status of the other party

1. Very Important
2. Important
3. Unimportant

Must be in my own caste

1. Very important
2. Important
3. Unimportant

For unmarried boys/girls only

The education of the girl/boy

1. Very important
2. Important
3. Unimportant

Her/His looks

1. Very important
2. Important
3. Unimportant

Her ability at house keeping/the quality of job the boy holds

1. Very important
2. Important
3. Unimportant

Her ability to get along with parents/the income that the boy earns

1. Very important
2. Important
3. Unimportant

Do you think that you will ever marry a girl/boy whom your parents do not approve of?

1. Yes, I will, if I think she/he is very good
2. No I will not go against them
3. I can't say

Who finances your education?

1. Through Scholarship
2. Through my own earning
3. My parents/relatives finances my education
4. Part of my expenditure is covered by my scholarship and the rest I get from my parents/relatives.
5. Part of my expenditure is covered by my scholarship and the rest from my own earnings.
- 6-9. Any other source (specify)

Does your parents have to spend for the education of any one besides yourself?

1. No
2. Yes

To those who do not get a scholarship

Why is it that you do not get a scholarship ?

1. I was getting a scholarship but it is discontinued because I failed in the examination
2. I am employed and therefore not entitled
3. My father's income is higher and therefore I can't get it.
4. I am getting a scholarship
- 5-9. Any other

To those who do not get a freeship

Why don't you get freeship ?

1. I am a scholarship holder
2. My college is run by private management
3. I have applied and may get it
4. I am getting a freeship
- 5-9. Any other

Are you employed ?

1. Yes, I have full-time employment
2. Yes, I have part-time employment
3. I occasionally earn
4. No, I am not employed

For those who are employed

What is your salary/income per month ?

1. Less than Rs. 100
2. Between Rs. 100 and Rs. 200
3. Between Rs. 201 and Rs. 300
4. More than Rs. 300
- 0 Not applicable

Where are you employed ?

1. Government office
2. Government school
3. Private school
4. Private firm
5. Self-employed
- 0 Not applicable

Do you give any money to your parents ?

1. Seldom or never
2. Yes, occasionally
3. Yes, regularly
0. Not applicable

If yes, how much do you contribute ?

1. About three quarters of my earnings
2. About half of my earnings
3. About one-fourth of my earnings
4. All the money
0. Not applicable

How would you describe your financial position ? Will you call it:

1. Comfortable
2. So so
3. Difficult

Do you think that the fact that you belong to the SC affects the behaviour of your classmates towards you ?

1. Yes, to a large extent
2. Yes, to some extent
3. No, not at all

Does your classmates know that you belong to the SC ?

1. Yes, I think most of them know
2. Yes, I think that at least some of them know
3. I doubt if they know
4. I can't say

Name three of your best friends in or outside college (please mark relevant answer to indicate whether they belong to the SC or not)

Friend-1
Name

Which one of the following is true about him/her ?

1. Belongs to my own caste
2. Belongs to another schedule caste/tribe
3. Does not belong to any scheduled caste

Friend-2

Name

Which one of the following is true about him/her ?

1. Belongs to my own caste/tribe
2. Belongs to another scheduled caste/tribe
3. Does not belong to any scheduled caste/tribe

Friend-3

Name

Which one of the following is true about him/her ?

1. Belongs to my own caste/tribe
2. Belongs to another scheduled caste/tribe
3. Does not belong to any scheduled caste or tribe

As you may know it has been the policy of the Indian Government to improve the status of the SC in the country. Below we give some statements by which the status of these communities to-day, could be described (Please circle the statements with which you agree)

The status of the Scheduled caste

1. The status of the SC has improved as of before but it continues to be inferior to that of non-Scheduled caste Hindus.
2. The status of the SC is equal to that of non-Scheduled caste Hindus in the country.
3. The status of the SC has not improved. It continues to be backward.
0. I cannot say.

The Government has been providing several educational facilities for the benefit of the SC. We would like to have your comments on the facilities provided. The following questions relate to the utility and adequacy of some of these programmes.

Do you think that the scholarship scheme is useful ?

(Please tick mark relevant answer)

1. It is very useful
2. It is fairly useful
3. It is not useful
0. I do not know

Do you think that the amount of scholarship is adequate ?

1. Yes, it is adequate
2. It is not adequate.

Do you think that the scheme for reservation of admission for SC students is useful ?

1. It is very useful
2. It is fairly useful
3. It is not useful
4. I cannot say

Would you say that the reservations provided are adequate in terms of the number of the SC students seeking admission ?

1. Yes, they are adequate
2. They are not adequate
3. I cannot say

What is your opinion regarding hostel facilities for the SC ?

Is the number of hostels provided are adequate ?

1. They are adequate
2. They are not adequate
0. I do not know/No comment

Are the facilities provided in the hostels satisfactory ?

1. They are fully satisfactory
2. They are quite satisfactory
3. They are unsatisfactory
0. I do not know/No comment

Has it ever happened that you applied for admission to a hostel and did not obtain a seat?

1. Yes, it has happened
2. No, I have always obtained admission whenever I have applied
3. I have never applied, so the question of not having obtained admission does not arise

Given the choice, would you prefer government service, or would you prefer some other employment? (Please specify the order of preference from among the alternatives provided tick mark your preference)

Government service

1. First preference
2. Second preference
3. Third preference
4. Fourth preference

Semi-government job

1. First preference
2. Second preference
3. Third preference
4. Fourth preference

Private service

1. First preference
2. Second preference
3. Third preference
4. Fourth preference

Self-employment

1. First preference
2. Second preference
3. Third preference
4. Fourth preference

Are you aware of the fact that certain posts in the government and in public sector enterprises are reserved for the SC ?

1. Yes
2. No

Do any of your friends, acquaintances or relatives hold any of these reserved posts ?

1. Some of my close relatives
2. Some of my distant relatives
3. Some of my friends
4. I do not know of any one holding such position.

Do you think that the policy of reservations has enabled SC persons to obtain jobs ?

1. Yes, to a large extent
2. No, it has only enabled them to secure government jobs. It has not enabled them to obtain private jobs.
3. It has not helped them much to obtain jobs.
4. I cannot say
0. I do not know

On the whole do you think that the policy of reservations has fulfilled a useful purpose ?

1. Yes, to a large extent
2. Yes, to some extent
3. No, not at all
4. I cannot say
0. I do not know

Are you in favour of introducing reservations in private concerns ?

1. Yes, they will be useful
2. They may be introduced but they will not be of much use
3. I am not in favour of introducing reservation in private concerns
4. I can't say

Would you agree with the statement that the SCs have advanced so much that they can stand on their own in open competition with others and do not need reservation any more ?

1. I agree to a large extent
2. I agree to some extent
3. I don't agree
4. I do not say
5. I do not know

Have you or any members of your family ever experienced any illtreatment from any one because you belong to Scheduled Caste ?

1. No
2. Yes

If yes, could you kindly describe some of the incidents that you have in mind.

On the whole would you consider the programmes that the government has launched for SC beneficial ?

1. I consider them very beneficial
2. I consider them fairly beneficial
3. I do not consider them beneficial
4. I can't say

If you do not consider the programmes beneficial, do you agree with any of the following statements ?

The programmes are damaging to the self respect of these communities

1. I agree fully
2. I agree partly
3. Do not agree
4. I cannot say

The programmes make the members of the SC dependent upon such help. They grow to be reluctant to help themselves.

1. I agree fully
2. I agree partly
3. I Do not agree
4. I cannot say

The programme destroy the initiative of the members of these communities.

1. I agree fully
2. I agree partly
3. I Do not agree
4. I cannot say

Do you think that the government programmes for the welfare of the SC are satisfactorily administered ?

1. Yes, their administration is fully satisfactory
2. Their administration is fairly satisfactory
3. Their administration is not satisfactory
4. I cannot say.

Have you yourself ever encountered any difficulties with reference to any of the programmes ? If you have, please specify the nature of the difficulties you have faced.

You may wish to make some general comments and suggestions on the programmes for the welfare of the SC. Do so in the space provided.

Any other comments you wish to offer

ANNEXURE I (Contd.)

**INTERVIEW SCHEDULE TO ASCERTAIN COLLEGE
PRINCIPALS AND TEACHERS OPINION REGARDING
SC/ST EDUCATION PROGRAMMES**

Name of the Institution

- 1 Name
- 2 Designation
- 3 Age
- 4 Sex
- 5 Religion
- 6 Caste
- 7 Education
- 8 Subjects taught by the Respondent
- 9 Classes taught by the Respondent

Note : Additional comments on all the questions below are welcome.

- 9 Which of the following statements describe your impression regarding the academic calibre of SC/ST students ?
 - 1 SC students are much poorer than other students in academic calibre
 - 2 SC students are slightly poorer than other students in academic calibre
 - 3 SC students are as good as any other students
 - 4 ST students are much poorer than other students in academic calibre
 - 5 ST students are slightly poorer than other students in academic calibre
 - 6 ST students are as good as any other students.

10 If you think that SC students are poorer which of the following reasons would you consider responsible for their poorer academic calibre (Tick out those that seem relevant to you).

- 1 They are basically inferior in intelligence
- 2 Basically their comprehension is poor
- 3 Their experience at home through childhood has not equipped them adequately to compete with other students.
- 4 Poverty is the cause of their poor academic calibre.

If you think that ST students are poorer, which of the following reasons would you consider responsible for their poorer academic calibre (Tick out those that seem relevant to you).

- 1 They are basically inferior in intelligence
- 2 Basically their comprehension is poor
- 3 Their experience at home and in school through childhood has not equipped them adequately to compete with other students.
- 4 Poverty is the cause of their poorer academic calibre.

11 The Government provides SC/ST facilities like scholarships, freeships. What is your opinion about each of these facilities? Are they useful to the progress of the SC/ST? Is it fair to provide such facilities only to the SC/ST in a situation in which many other sections of Indian Society are in need of similar facilities?

Indicate by checking the following statements:

Reservation of Admissions in Colleges

- 1 Is useful and fair for the progress of SC/ST
- 2 It is useful, but not fair
- 3 Is fair but not effective
- 4 Is useless and unfair

Reasons why ?

- 1
- 2
- 3
- 4

Reservation of Jobs

- 1 It is very helpful
- 2 It is only moderately helpful
- 3 It is not at all helpful

Reasons why ?

- 1
- 2
- 3

Is it fair to provide such facilities only to the SC/ST in a situation in which many other sections of Indian Society are in need of similar facilities ? (tick mark one of the following).

- 1 It is fair considering the deprivation that the SC/ST have suffered from all these years.
- 2 It is unfair in view of the employment situation in the country to-day.
- 3 It is unfair – the Government are unnecessarily pampering the SC/ST.

Scholarships and Freeships

- 1 They are essential and the benefits of the scheme are being well utilised.
- 2 They may be essential but the benefits of the scheme are not being well utilized.
- 3 The provisions are too liberal – the SC/ST students are being totally pampered.

- 12 Do you have any suggestions for the educational development of the SC/ST ?

ANNEXURE II

STATEMENT SHOWING THE SAMPLE SELECTION

Selection of Districts - Scheduled Caste

| Sl. No. | District | Frequency | Cumulative Frequency | Random Number | $\frac{1}{D}$ |
|---------|---------------|-----------|----------------------|---------------|---------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| (1) | Bangalore* | 917 | — | — | 1.0000 |
| (2) | Kolar | 836 | 836 | 0347 | 1.5718 |
| 3 | Mysore | 778 | 1614 | — | — |
| (4) | Belgaum | 560 | 2174 | 1676 | 2.3464 |
| 5 | Bijapur | 454 | 2628 | — | — |
| (6) | Tumkur | 424 | 3042 | 2662 | 2.9867 |
| (7) | Chitradurga | 407 | 3448 | 3321 | 3.0377 |
| 8 | Dharwar | 364 | 3812 | — | — |
| 9 | Gulbarga | 257 | 4069 | — | — |
| 10 | Hassan | 200 | 4269 | — | — |
| 11 | Mandya | 180 | 4449 | — | — |
| 12 | Bidar | 177 | 4626 | — | — |
| 13 | Bellary | 173 | 4799 | — | — |
| 14 | Shimoga | 134 | 4933 | — | — |
| 15 | North Kanara | 89 | 5022 | — | — |
| 16 | Raichur | 73 | 5095 | — | — |
| 17 | Chikkamagalur | 23 | — | — | — |
| 18 | South Kanara | 17 | — | — | — |
| 19 | Coorg | 16 | — | — | — |

* Capital District

$\frac{1}{D} = 1.0000$ for any district that is selected with certainty

$\frac{1}{D} = \frac{\text{Stratum total}}{\text{Dist. Total} \times 2}$ if there are more than two districts in the stratum

Sl. Nos. in brackets indicate selected districts

ANNEXURE III

Sampling of Scheduled Caste Students from the Selected Colleges

| Name of the College and Address | Total No. of Students | Sample size = $k \times \frac{1}{D} \times \frac{1}{C} \times N$, Where $k = .03957$, $N =$ No. of Students in the Instn. | | | |
|--|-----------------------------|---|--------|---|----|
| | | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | 5 | 6 |
| I BANGALORE DISTRICT | | | | | |
| 1 Government College, Bangalore | 261 | 1.0000 | 1.0000 | $.03957 \times 1 \times 1 \times 261 = 10.33$ or | 10 |
| 2 Maharani's College for Women, Bangalore | 198 | 1.0000 | 1.0000 | $.03957 \times 1 \times 1 \times 198 = 7.83$ or | 8 |
| 3 Rural College- Kanakapura | 56 | 1.0000 | 3.4510 | $.03957 \times 1 \times 3.4510 \times 56 = 7.64$ or | 8 |
| 4 Smt. V.H.D. Home Science Instt., Bangalore | 38 | 1.0000 | 5.0270 | $.03957 \times 1 \times 5.0270 \times 38 = 7.56$ or | 8 |
| II BELGAUM DISTRICT | | | | | |
| 1 R.P.D. College, Belgaum | 115 | 2.3464 | 1.2695 | $.03957 \times 2.3464 \times 1.2695 \times 115 =$ 11.78 or | 12 |
| 2 G.I.B. College, Nippani | 92 | 2.3464 | 1.5869 | $.03957 \times 2.3464 \times 1.5869 \times 92 =$ 13.52 or | 14 |
| 3 Lingaraj College, Belgaum | 45 | 2.3464 | 2.7888 | $.03957 \times 2.3464 \times 2.7888 \times 45 =$ 11.65 or | 12 |
| 4 S.M. Arts College, Athani | 28 | 2.3464 | 4.4821 | $.03957 \times 2.3464 \times 4.4821 \times 28 =$ 11.65 or | 12 |

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
|---|---|---|---|---|---|

III CHITRADURGA DISTRICT

| | | | | | | |
|---|--|-----|--------|--------|--|----|
| 1 | Government College, Chitradurga | 324 | 3.0307 | 1.0000 | $.03957 \times 3.0397 \times 1 \times 324 =$ 38.85 or | 39 |
| 2 | D.R.M. College, Davanagere | 28 | 3.0307 | 1.0000 | $.03957 \times 3.0307 \times 1 \times 28 =$ 3.32 or | 3 |
| 3 | J.M. Arts and Science College, Chitradurga | 26 | 3.0307 | 1.0000 | $.03957 \times 3.0307 \times 1 \times 26 = 3.11$ or | 3 |
| 4 | P.C. Municipal College, Challakere | 10 | 3.0307 | 1.0000 | $.03957 \times 3.0307 \times 1 \times 10 = 1.19$ or | 1 |

IV KOLAR DISTRICT

| | | | | | | |
|---|---|-----|--------|--------|---|----|
| 1 | K.G.F. First Grade Collge, Oorgam | 500 | 1.5718 | 1.0000 | $.03957 \times 1.5718 \times 1 \times 500 = 31.09$ or | 31 |
| 2 | Government College, Kolar | 129 | 1.5718 | 1.0000 | $.03957 \times 1.5718 \times 1 \times 129 = 8.08$ or | 8 |
| 3 | Municipal First Grade College, Chikkaballapur | 28 | 1.5718 | 1.0000 | $.03957 \times 1.5718 \times 1 \times 28 = 1.74$ or | 2 |
| 4 | Municipal First Grade College, Chintamani | 17 | 1.5718 | 1.0000 | $.03957 \times 1.5718 \times 1 \times 17 = 1.05$ or | 1 |

V TUMKUR DISTRICT

| | | | | | | |
|---|----------------------------|-----|--------|--------|---|----|
| 1 | Government College, Tumkur | 329 | 2.9867 | 1.0000 | $.03957 \times 3.9867 \times 1 \times 329 = 38.88$ or | 39 |
| 2 | Kalpataru College, Tiptur | 62 | 2.9867 | 1.0000 | $.03957 \times 2.9867 \times 1 \times 62 = 7.37$ or | 7 |
| 3 | First Grade College, Sira | 16 | 2.9867 | 1.0000 | $.03957 \times 2.9867 \times 1 \times 16 = 1.84$ or | 2 |

ANNEXURE IV

Schedule appended to the constitution (Scheduled Caste) order 1950, as amended by the Scheduled Castes and Scheduled Tribes lists (Modification) order 1977 published in the Gazette of India and re-published in the Mysore Gazette under (Law and Parliamentary Affairs Department) No. LAQ. 58 LCR. 77 dated September 3, 1977.

Scheduled Caste - Part VII Karnataka

- 1 Adi Andhra
- 2 Adi Dravida
- 3 Adi Karnataka
- 4 Adiya (in Coorg district)
- 5 Ager
- 6 Ajila
- 7 Anamuk
- 8 Aray Mala
- 9 Arunthathiyar
- 10 Arwa Mala
- 11 Baira
- 12 Bakad
- 13 Bant (In Belgaum, Bijapur
Dharwar and North Kanara
Districts)
- 14 Bakuda
- 15 Balagi
- 16 Bandi
- 17 Banjara, Lambani
- 18 Bathada
- 19 Beda Jangam, Budga Jangam
- 20 Bellara
- 21 Bhangi, Mehtar, Olgana, Rukhi, Malkana, Halalkhor,
Lalbegi, Balmiki, Korar, Zadmali

- 22 Bhambi, Bhambhi, Asadaru, Asodi, Chamadia, Chamar, Chanbhar, Chamagar, Haralayya, Harali, Khalpa Machigar, Mochigar, Madar, Madig, Mochi, Muchi, Telugu Mochi, Kamati Mochi, Rantigal, Rohlas, Rohit, Samagar.
- 23 Bhovi
- 24 Bindla
- 25 Byagara
- 26 Chakkiliyan
- 27 Chalavadi, Chelvadi, Channayya
- 28 Chandala
- 29 Chenna Dasar, Holaya Dasar
- 30 Dakkala, Dokkalwar
- 31 Dakkaliga
- 32 Dhor, Kakkayya, Kankayya
- 33 Dom, Dombara, Paidi, Pano
- 34 Ellamalwar, Yellammalwandlu
- 35 Ganti Chores
- 36 Garoda, Garo
- 37 Godda
- 38 Gosangi
- 39 Halleer
- 40 Halsar, Haslar, Hulasvar, Halasvar
- 41 Handi Jogis
- 42 Hasla
- 43 Holar, Valhar
- 44 Holaya, Holer, Holey
- 45 Holey Dasari
- 46 Jaggali
- 47 Jambuvulu
- 48 Kadaiyan
- 49 Kalladi
- 50 Kemparis

- 51 Kolupulvandu
- 52 Koosa
- 53 Koracha
- 54 Korama
- 55 Kotegar, Metri
- 56 Kudumban
- 57 Kuravan
- 58 Lingader
- 59 Machala
- 60 Madari
- 61 Madiga
- 62 Mahar, Taral, Dhegu Megu
- 63 Mahyavanshi, Dhel Vanker, Muru Vankar
- 64 Maila
- 65 Mala
- 66 Mala Dasari
- 67 Mala Hannai
- 68 Mala Jangam
- 69 Mala Masti
- 70 Mala Sale, Netkani
- 71 Mala Sanyasi
- 72 Mang, Matang, Minimad
- 73 Mang Garudi, Mang Garo
- 74 Manne
- 75 Masthi
- 76 Mavilan
- 77 Meghval Menghvar
- 78 Moger
- 79 Mukri
- 80 Mundala
- 81 Nadia, Hadi
- 82 Nalkodaya
- 83 Nalakeyava

- 84 **Nayad**
- 85 **Pale**
- 86 **Pallan**
- 87 **Pambada**
- 88 **Panchama**
- 89 **Panniandi**
- 90 **Paraiyan, Paraya**
- 91 **Paravan**
- 92 **Raneyar**
- 93 **Samagara**
- 94 **Sambar**
- 95 **Sapari**
- 96 **Sillekyathas**
- 97 **Sindhollu, Chindollu**
- 98 **Sudugadu Sidha**
- 99 **Thoti**
- 100 **Tirgar, Tirbanda**
- 101 **Velluvan**

APPENDIX A

INSTITUTION DATA BOOK

Investigator :

Date

State : District..... Tahsil/Taluk

I. Institution

1. Name of Institution.....
2. Location
 - a) Name of the place.....
 - b) Distance from the District/
Taluk Headquarters
3. When established : Year
4. Government or Government-aided.....
5. If private with or without Government aid :
 - a) How the idea originated (give a brief description
of the establishment of college i.e., how it was
established).
 - b) Present organisation (name of the members of the
organization).

| Name | Age | Education | Caste | Occupation | Position held |
|------|-----|-----------|-------|------------|---------------|
| | | | | | |
| | | | | | |
| | | | | | |
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| | | | | | |

**INFORMATION TO BE OBTAINED FROM HEAD OF
THE INSTITUTION**

- (1) I would like to know the approximate number of SC/ST students studying in your institution :
- (2) Could you give me some idea about the distance they (SC/ST) have to travel to come to study here ?
- (3) Did you have any problem with the SC Students ?
 - a) If yes, please mention the kind of problems you had with them.
 - b) I would like to know the way in which you solved them.
- (4) Did you have any problems with the ST students ?
 - a) If yes, please mention the kind of problems you had with them.
 - b) I would like to know the way in which you solved these problems.
- (5) Did you have to refuse admission to SC/ST students any time ?
 If yes, what in your opinion, were the reasons for the refusal ? To SC students — To ST Students
- (6) Did you have to refuse admission to SC/ST students in the Hostel ?
 If yes, what, in your opinion, were the reasons for the refusal ? To SC Students — To ST Students
- (7) What do you think about the drop-out ? Who drop out most ? SC Students or ST Students ?
- (8) From what class do they generally drop-out ?
- (9) What, in your opinion are the reasons for their dropping out ?
 - SC Students
 - ST Students

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